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ABSTRACT

This series of booklets is intended for parents and children to share, reading the booklets together as they listen to the companion tape for each booklet. Each booklet (focusing on a particular topic) answers practical questions from parents, describes activities that can be used at home, notes some books for parents and children, and contains three read-along stories. The twelve booklets in volume 1 of this series are on the following topics: (1) Family Storytelling; (2) Motivating Your Child to Learn; (3) Learning and Self-Esteem; (4) Linking Reading and Writing; (5) Discipline and Learning; (6) Holiday Reading; (7) Learning Science at Home; (8) Recreation for Health and Learning; (9) Folktales for Family Fun; (10) Learning Math at Home; (11) Stretching Young Minds in the Summertime; and (12) Parents as Models. (SR)

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PARENTS AND CHILDREN TOGETHER

Family Storytelling

Read-along Stories p. 26
My Sister's Scar
Melinda's Lamb
Winter

CS 010 495

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August 1990

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This booklet is meant to be used with the tape on "Family Storytelling." Occasionally there are directions on the tape that do not appear in your booklet or headings in the booklet that aren't spoken on the tape.

Parents and Children Together is published by the Parent Outreach Project (POP) at Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, Indiana 47408-2698.

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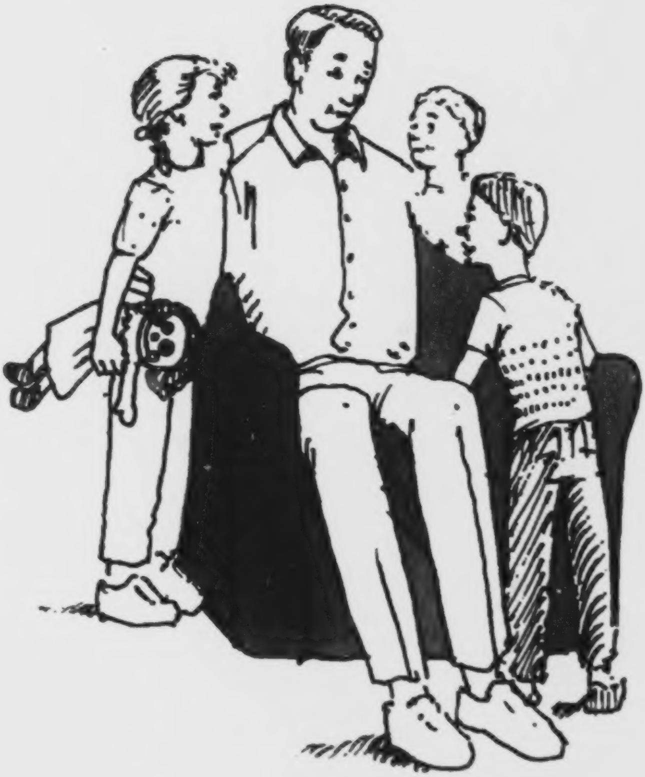
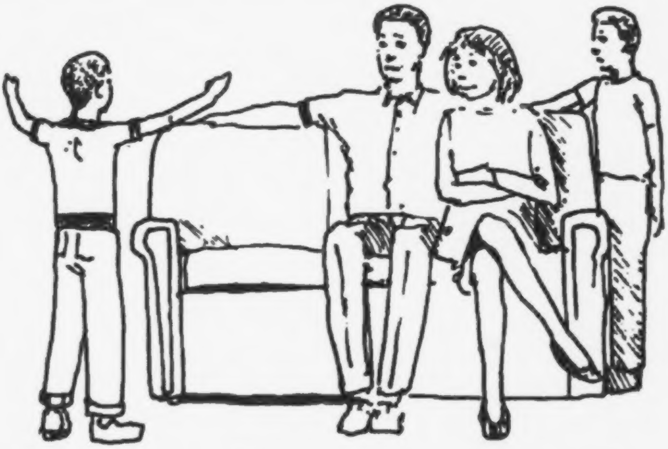


Getting Started

Welcome to this month's issue of *Parents and Children Together*. This issue focuses on family storytelling. Telling stories about your family to each other and with each other is a great way to communicate with your child. Besides talking about family storytelling, we will answer some practical questions. We hope the information will help you as you work with your child.



In this issue of *Parents and Children Together* there are also some activities that you and your child can do at home. On Side B of the tape (and in the second half of the booklet) we have three read-along stories. They are read by well-known storytellers: Steve Etheridge, Jean Slaughter, and Jerry Burchard. We encourage you to listen to these stories and to read them with your children so that they can participate in the excitement of story reading. Of course, your child can listen to the stories alone, if you wish.

Storytelling for the Whole Family

Hello Mom or Dad,

I bring you greetings from your friends at POP. POP is our friendly acronym for the Parent Outreach Project, a project to help parents and their children share ideas and succeed in school.

Everyone likes to hear stories! Storytelling is a way of sharing ideas and feelings. It is natural for parents and children to tell stories to each other. Some of my fondest memories of the early years with my children revolve around bedtime stories. We'd sit on the floor next to their beds and share our wonder about the world through fairy tales, our own made-up dramas, and playful stories that we created when we were in the mood to do so. Storytelling is a way of sharing feelings— feelings of pleasure, excitement, frustration, anger, and sadness. It is also a way of communicating values. Fairy tales and folk tales all have rather clear value statements. For example, later on in this booklet there is a story about a town called Winter. In this town it is always cold and always winter. When the people of the town treat a peddler warmly, then summer finally arrives.

We can share things that happen during the day by telling about people and events that are important in our lives. Storytelling is informal and spontaneous. During the informal storytelling, you and your child are involved in a kind of conversation that encourages speaking and listening. Whether your child asks questions or adds ideas about the story doesn't matter. You can tell from your child's face whether he is part of the action. You want an interaction between your child and yourself.

One way to promote interaction is to start a story yourself and then ask your child to add an event that makes sense. You can then take turns making up a story until you bring it to a satisfactory ending. This kind of creative storytelling may be more important than you think. It also builds speaking and listening skills. Storytelling helps to stimulate your child's imagination, to develop a sense of humor and a sense of self—that is, a sense of "who I am."

A good storyteller is usually a good listener—someone who enjoys hearing stories as much as telling them. When you tell stories, you are encouraging your child to be a good listener. You, in turn, provide a model for good listening when you listen to the stories your child wants to share.

Few of us ever grow too old to enjoy a well-told story. When you tell a story, it lets you have eye contact—your child is looking at you, seeing the events in the story through your voice and your action.

How delightful to see a child completely absorbed, along with his parent, in the story! Storytelling makes us feel closer to our child—because we can touch each other and move around without worrying about a book.

Storytelling frees our hands and eyes so that we can use voice, hands, and facial expressions to help us make the story come alive. We can use words that we are comfortable with and choose expressions and voices that fit the mood of our story. You may also want to use simple objects such as puppets, hats, shoes, or glasses to help tell your stories. Before long your child may begin to use ideas copied from your storytelling. My two youngest daughters used to playact storytelling by telling stories to each other, to their dolls, and sometimes to their friends who came to visit. Enthusiasm for storytelling can be very catching!

None of us are born storytellers. It takes practice. A good place to start is telling stories that are familiar to you—stories about yourself when you were a child.

For example, most children love to hear about real events that happened to their parents or to other people in the family. Children also love to hear about themselves when they were babies and were not old enough to remember the stories about themselves. When children are small they enjoy being held and listening to stories. Your child may physically outgrow your lap, but none of us outgrows the warm feeling of listening to a well-told story.

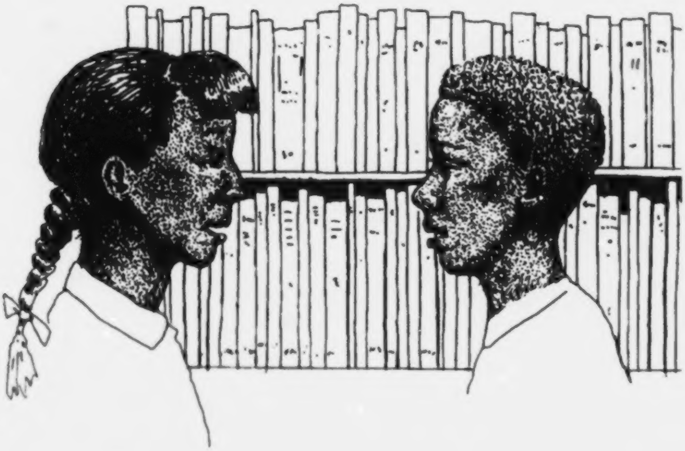
What kinds of stories should you tell? Share stories that you enjoyed as a child—either stories you remember from a favorite book or the stories that you heard as a child. It is more important to *like* the story you choose to tell rather than to be overly concerned about *what* story you tell.

Your enthusiasm naturally rises when you are telling a story that interests you. For a change, instead of *reading* your child's favorite stories, begin to *tell* them to your child. Encourage your child to add to her favorite story as it is being told. In fact, it is good for both of you to let your child be the storyteller of her favorite stories—taking control of words, expressions, and gestures. And it goes without saying that a good story can be shared over and over.

The intimate time that you share with your child during storytelling will be a truly enjoyable and memorable time. Parents can pass down their family stories and story favorites by sharing them with their children. Make storytelling an ongoing experience in your home. If you feel more comfortable reading a story than telling one, that's O.K. But why not *try* to tell a story once in a while? You may find it is a wonderful alternative to the nightly bedtime reading that you do with your child.

There are examples of storytelling on the other side of the audio tape. Have fun listening to them with your children.

Carl Smith, Director
Parent Outreach Project

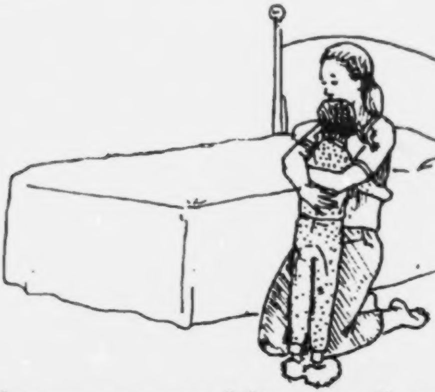


Questions about Family Storytelling

Everyone has questions and needs answers about the academic growth of their children. Here are some questions about storytelling that may interest you.

1) Why should I tell my children a story when I could read them a book or listen to a read-along tape?

Although reading to your children is an enjoyable and important part of their language development, telling your child a story makes it more personal. During storytelling there is nothing between you and your child. In reading aloud, we have a book to hold, pages to turn, and pictures to look at. The absence of a book during storytelling brings your child closer to you—eyeball to eyeball, so to speak.



2) What are some good things to tell stories about?

Storytelling is intimate because it brings you and your child closer together. Storytelling is also intimate because the stories can be very personal.

Children are usually fascinated by stories that let them know what things were like before they were born, especially things that happened to older brothers and sisters, parents and grandparents. Familiar requests might be "Tell us about the old days" or "What was it like when you were little" or "What did I do when I was a baby." Funny things, cute things, scary things, like the time your daughter drank a bottle of hand lotion and you had to rush her to the emergency room. These stories fill gaps and establish bonds that help your child feel a sense of family—a sense of belonging. Your child may like stories where she is the main character! These are stories that cannot be found on the shelves of libraries. That's why they are special—they are personal. It's that element of "intimacy" again.

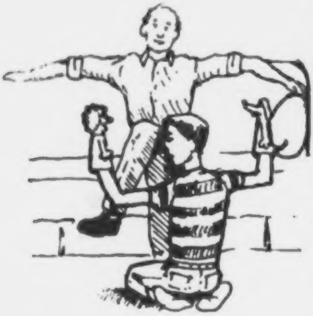
3) I've been told that it's good to have my child tell me a story. Why?

Storytelling will help your child develop speaking skills that are necessary in communicating with others. Your child has an opportunity to use language and words in a richer way than in ordinary conversation. He can play with words and play with his voice for dramatic effect. What a great experience for a child! Storytelling helps your child gain a sense of story structure. A story has a beginning, a middle, and an end—it has characters and a place where the action happens. Encouraging your child to share his story gets his imagination and creativity moving. All these aspects of storytelling can help your child's language development, and promote success in school in reading, writing, listening, and speaking.

4) Do you have any suggestions to help a shy child not be afraid to tell a story?

Sometimes the use of props—puppets, dolls, stuffed animals, costumes, or whatever—can provide security for your child. Even though your child is telling the story, you are looking at the stuffed animal or the puppet.

Pretending to be someone else or pretending that the puppet is talking is less threatening than having all the attention focused on your child. You may find that your shy child will tell stories into a tape recorder. Your child may feel more at ease sharing the taped story with an audience. Besides, everyone is fascinated by their own voice on tape. It's a good way to learn how to improve storytelling by listening to the way you sound. To bring your child into storytelling gradually, let your child add to the story you are telling or let her continue telling a familiar story that you have started. Whatever motivation or encouragement you provide, please remember that storytelling time is a time for pleasure. Don't make demands on your child that will turn storytelling into a hateful task.



If *you* have questions you want answered about school and learning, please write to us and we will try to answer them for you. Who knows, you may find your question in another issue of *Parents and Children Together*.

Write to:
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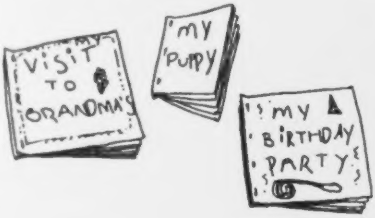
Bloomington, IN 47408-2698

Family Activities

As parents, we are looking for activities that will benefit our children. Here are some activities that are fun to do. They also help your child's reading and writing skills, but most of all they are just fun.

Author! Author!

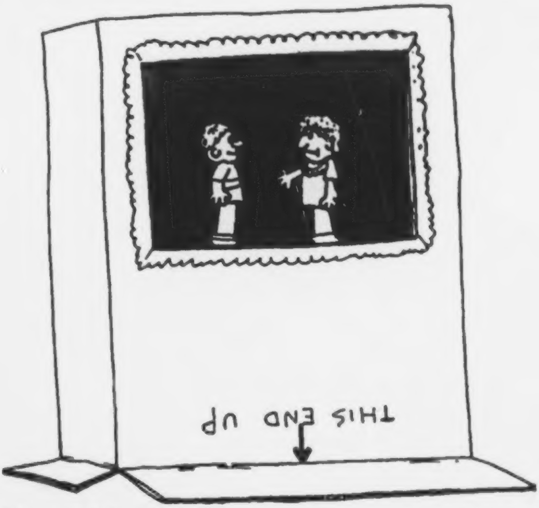
- Books written and illustrated by your child make treasured gifts for grandpas and grandmas, aunts and uncles. For the very young child, offer to print or type the story which she dictates. Take this masterwork to your local photocopy machine and make inexpensive copies of your child's book. If there is no copy store near you, post offices, libraries, and sometimes even supermarkets have copy machines available for public use. Authors love to get their works published: Your child will feel good about writing a book and having it mailed to relatives and friends. Turn to page 42 in this booklet to see different examples of how to make books.



Puppet Shows

- Many of us have fond memories from our own childhood of making paper-bag puppets. Paper-bag puppets are fun to make and your child might want to write a play for the puppets to star in.

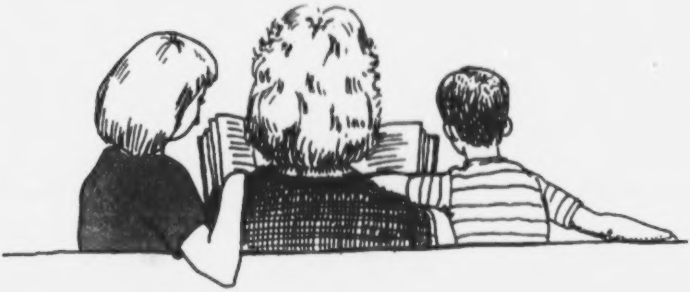
You could write the play together by talking over ideas for characters and action or plot. You and your child can even perform the play at a party or family gathering, if this is comfortable. Primarily, however, the puppets should be a fun way for your child to tell stories, even if the only audience is a stuffed bear on the bed.



Bedtime Stories

❖ Speaking of beds, the bedtime story is an old idea, and still a good one. Reading a short book or telling a story to your child is certainly more pleasant than arguing with him about why he can't stay up "just a little longer." A bedtime story can be fun for the whole family if there is dialogue in the book and each person takes a part while reading the book. Before you read the story, you may want to mark each part with a different color ink and then tell your children which "colors" to read.

It's fun for both you and your child when you choose a favorite book and read a chapter or a few pages a night. Remember the stories your mother and father told to you: *Mother Goose, Heidi,* and *The Black Stallion* are still good books to listen to and read.



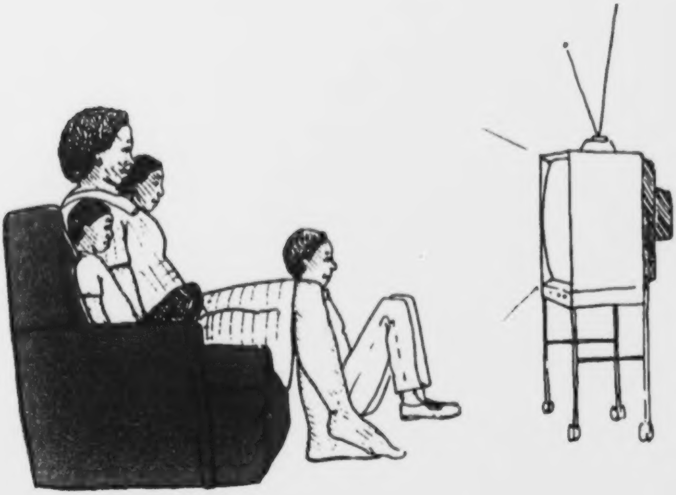
Fan Mail

❖ Did you ever want to write to someone you really admired? Did you do it? Tell your child about it, if you did. You and your child can each write a fan letter to your favorite television personality. Most media personalities, from Hollywood stars to politicians, have someone who answers their mail, so you may get some kind of response. Once in a while, you may even get a personal note. Wouldn't that be a thrill!

Dear Mrs. George Bush,
Dear Peanuts,
Dear Dolly Parton,

The Family News

- Watch the evening news shows together. Then, for a family gathering, write and perform your own version of "The Family News," bringing everyone up-to-date on family events. Each person reports on the events that made the week interesting.

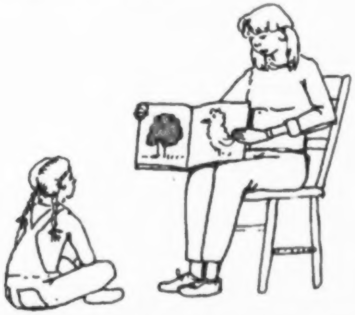


Activities taken from *101 Ideas to Help Your Child Learn to Read and Write* by Mary and Richard Behm. See page 41.

Getting Started Telling Stories

Here are some helpful hints to get you started storytelling.

- An easy way to start is to use picture books as a prop for telling a story. If you feel uncertain, just talk while looking at the pictures. Later, let your child tell the story, using the pictures as a guide, just as you did.



- Choose some stories that have repeated phrases, chants, or catch words. Encourage your child to participate in the story and to repeat the words, and make appropriate body motions.
- Consider adding your child's name to a story. This can keep your child's interest and increase his attention span.
- Bring your child into the story with questions like, "What do you think happened next?" "Why do you think that happened?" Praise good points that your child makes. Allow your child to ask questions naturally. This is an opportunity to find out how your child feels and to observe her understanding.

- Use simple puppets made from socks or colored paper cutouts glued to paint sticks to encourage further talking and participating in the story.
- The important thing about storytelling and talking with your child is to get started. Remember, talk and read on a regular basis. Enjoy the time with your child. Keep your story simple and use common language. The activities you choose can have very positive effects that last a lifetime and influence lifelong learning habits.

These helpful hints are provided by Marge Keltner, Director, Chapter 1 Program and Services, School City of Hammond, Hammond, Indiana.

If *you* have helpful ideas that have worked for you and your children, please send them to us and we'll try to share them with our readers.

Write to:
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Books for the Family

On pages 19 to 25 we have put together a list of books for parents and children. Books are an important part of communication. Books help your children learn new ideas and give you both things to explore together.

The books are divided into different categories, and we would like to comment on just a few of the books. *Changing Families: A Guide for Kids and Grown-ups* will help you and your children adjust if you remarry or are having problems with new siblings. The pictures enable kids to read with their parents. In *Mister Rogers Talks with Parents*, Fred Rogers, one of TV's most popular children's personalities, talks to parents about what he has learned from his years of helping children grow. For example, he discusses some uses of children's play. He also talks about hard times, like moving and death. Finally, we suggest reading a book on storytelling. *The Way of the Storyteller*, by Ruth Sawyer, is a good one because it shares the secrets of a lifetime storyteller and includes eleven of her best-loved stories.

Books for Children to Read by Themselves are divided into age groups, but remember that these groupings are just general guidelines.

We also have listed books that parents can read to their children in the ***Books to Read Together*** section. Several of these books have been chosen by children as their favorites. A different list of books for parents and books for children appears every month. You will be able to find these books at your local public library or most bookstores.

At the beginning of this issue we mentioned that Side B of this tape contains three stories that are designed to be read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about the story ahead of time.

Before reading the story, talk about the title or the things that might happen in the story. Then—after the story is finished—talk about it again. By the way, if in the middle of the story something funny or exciting or interesting happens, it's O.K. for you to stop the tape and discuss the event, or for your child to ask questions. "How did you get that scar?" or "What would it be like to have your own farm animal?" or "Would you like to live where it is always winter or summer?" These questions make the interaction between reading and human life even more valuable.

When you and your child are ready, turn the tape to Side B and listen to the stories as you read along together.

Books for Parents

The following resources are suggested to help you with storytelling and family communication.

Changing Families: A Guide for Kids and Grown-ups, by David Fassler, Michele Lash, and Sally B. Ives. Provides advice on coping with changes that occur in the family. Discusses divorce, remarriage, and stepparents. Shares children's thoughts and feelings through drawings and writings.

Mister Rogers Talks with Parents, by Fred Rogers. The host of the television show "Mister Rogers' Neighborhood" shares with parents what he has learned from his years of working with children. Uses songs, poems, activities, and past experiences to explore occurrences in family life. Includes lots of practical advice.

Practical Parenting Tips for the School-Age Years, by Vicki Lansky. Presents parent-tested ideas for dealing with children ages six to twelve. Gives tips to help parents with their children's school routines, family life, play, and responsibilities.

The Way of the Storyteller, by Ruth Sawyer. One of the most well-known storytellers shares the secrets of storytelling. Includes eleven of her best stories.

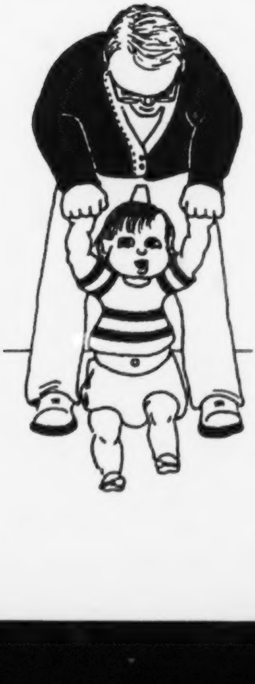
Listed below are three groups of books for you to read with your child and three groups of books for your child to read alone. These books are probably at your local library.

Books to Read Together

For children from ages four to six.

Good Night, Hattie, My Dearie, My Dove, by Alice Schertle. This is a good book to read at bedtime. A little girl gets into bed, and then one by one all of her favorite playthings join her. By the time Hattie falls asleep there are ten of them in her bed. Also it's a great book for learning to count from one to ten.

Now One Foot, Now the Other, by Tomie de Paola. Bobby's best friend is his grandfather, Bob. When Bobby was five his grandfather had a stroke and could not move or talk. Bobby talked to Bob and helped him get well. He was able to help his grandfather learn to walk, just like his grandfather had helped him when he was a child.



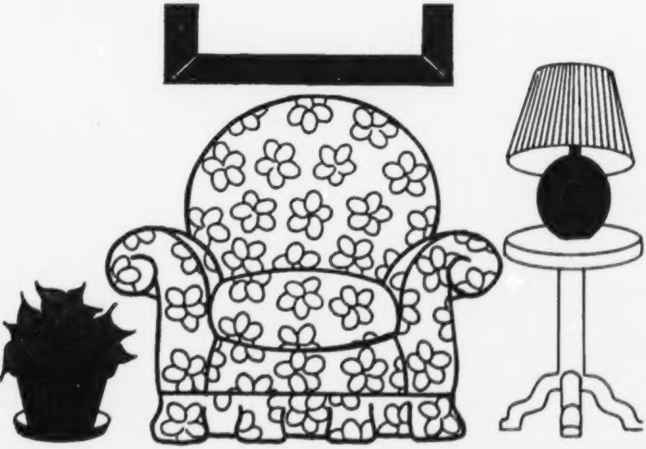
Daddy, by Jeannette Caines. A child of separated parents shares her Saturdays with her daddy. This book shows the many things they do together, the special moments they share, and some of the emotions the little girl feels.

For children from ages six to eight.

Poinsettia & Her Family, by Felicia Bond. Poinsettia is a little pig who loves to read in her own special places: the leather window seat, a large rock in the front yard, and the bathtub. Her problem is that her family is so large that there is always someone in one of her favorite spots. After spending some time in the house alone, she decides her family is just the right size.

Nana Upstairs & Nana Downstairs, by Tomie de Paola. Tommy spends Sunday afternoons with his active grandmother, whom he calls Nana Downstairs, and his frail great-grandmother, whom he calls Nana Upstairs. This is a tender story about Tommy's childhood memories of them.

A Chair for My Mother, by Vera B. Williams. A young girl lives with her grandmother and her mother, who works very hard in a diner. After their house is ruined by a fire, they all three save their extra coins to buy a big, soft, beautiful chair.



For children from ages eight to ten.

Owl Moon, by Jane Yolen. A young child and her father go out into the winter night searching for an owl. "When you go owling you don't need words or warm or anything but hope." This book shows a special relationship between a man and his daughter, as well as humanity and nature.

Jeremy Isn't Hungry, by Barbara Williams. Davey's mother is upstairs getting ready for his sister's program at school. Davey is given the job of caring for his baby brother Jeremy, until the babysitter arrives. No matter what Davey tries to do to make Jeremy happy, the baby cries and throws things at him. Even though Jeremy makes a big mess, he finally makes himself happy.

The Patchwork Quilt, by Valerie Flournoy. Soon after Tanya and her grandmother begin making a quilt, her grandmother becomes ill. Tanya tries to finish the quilt alone. By the time the quilt is finished, the entire family has helped and Grandmother has recovered. Every piece of material represents a memory for each relative, which makes it a family storybook.

Books for Children to Read by Themselves

For children from ages four to six.

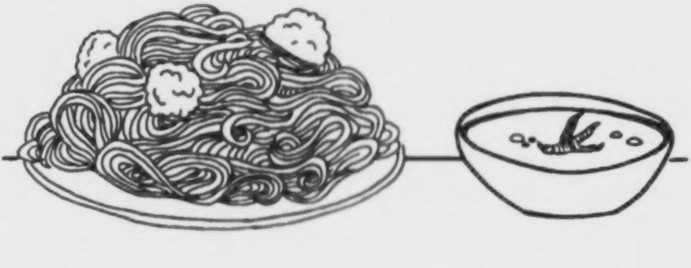
Moonlight, by Jan Ormerod. This is a picture book showing the activities of a family at the end of the day. Warm moments occur between the parents and the child as the parents fall asleep before the child does.

Max's First Word, by Rosemary Wells. Max is a cute, pudgy, young rabbit. He is learning all about the world around him and trying to speak his first words. This is one book in a series about Max and his world.

Just Like Daddy, by Frank Asch. A little bear gets up and begins to do everything his daddy does. He yawns, washes, gets dressed, and eats just like his daddy. Then the family goes fishing. He catches a big fish..... just like his mommy!

For children from ages six to eight.

Watch Out for Chicken Feet in Your Soup, by Tomie dePaola. Joey takes his friend Eugene to visit his grandma. She makes dolls out of bread, delicious spaghetti, and tasty soup with chicken feet. Joey feels embarrassed by his grandma until Eugene helps him to see how wonderful she really is.

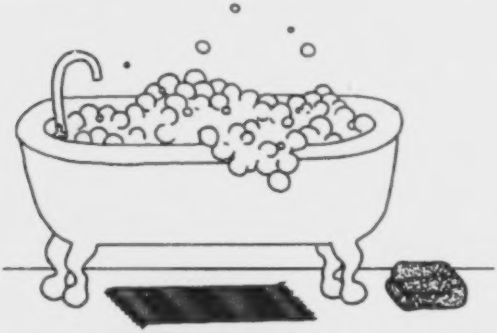


Say It, by Charlotte Zolotow. A little girl and her mother take a walk outside on a beautiful fall day. The child asks her mother to say "I love you" during their walk. She does not realize that her mother said it many times by touching her, talking to her, and sharing nature with her.

The Napping House, by Audrey Wood. A cozy tale about a snoring granny, a dozing dog, a slumbering mouse, and several other creatures. Everyone is sleeping soundly, until a flea wakes up and chaos begins!

For children from ages eight to ten.

No Bath Tonight, by Jane Yolen. Every day for a week Jeremy has been hurt in some way or another and cannot take a bath. His grandmother arrives on Sunday for a visit. She not only makes some "kid tea," she also lures Jeremy into the tub.



Sylvester and the Magic Pebble, by William Steig. Sylvester is a lucky donkey who finds a magic pebble. He enjoys playing with the magic until he accidentally wishes himself into a rock. His parents miss him and grieve for him until they find his magic pebble and turn him back into a donkey.

Grandma Gets Grumpy, by Anna Grossnickle Hines. All the grandchildren love to stay with Grandma. She reads to them, feeds them hot dogs for dinner, and doesn't complain when they make a mess with their toys. When all of the cousins spend the night together at her house they find out that even Grandma can get grumpy, but she still loves them.

Also ask the librarian for the following magazines for children:

Barbie Magazine
Boy's Life
Child Life
Children's Magic Window

Read-along Stories

My Sister's Scar

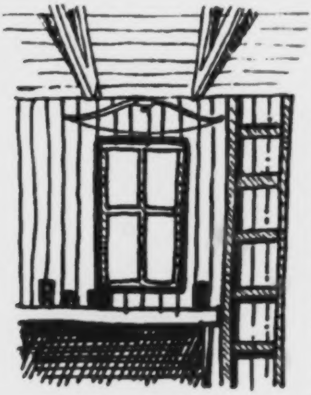
by Steve Etheridge

Things to Do *before* Reading the Story

This would be a good time to discuss a few ideas with each other before listening to the story. Turn off the tape for a minute and talk about how someone in your family got a scar, a broken bone, or some other injury.

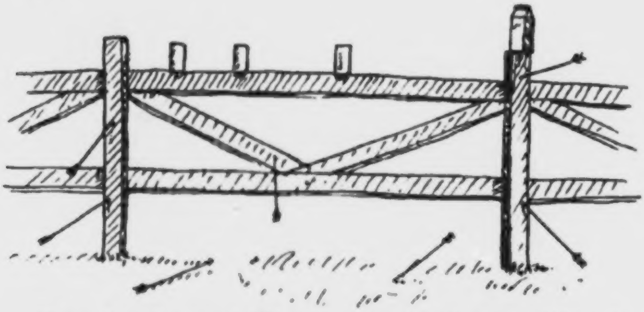
My sister has a scar just below her left knee. I would like to tell you how she got that scar.

When I was growing up I spent a lot of time pretending to be a cowboy. When I wasn't pretending to be a cowboy, I would pretend to be an Indian. Up in the rafters of our garage hung an old bow that belonged to my mother. She had used it in high school when she belonged to G.A.A., the Girl's Athletic Association. Well, I climbed up into the rafters, got the bow down, and strung it tight.



Now all I needed were some arrows. A row of lilacs grew between the house and the barn, and in the spring of the year the lilac limbs were limber, but strong. I took out my pocketknife and cut off some limbs. I whittled a point on one end and carved a notch in the other end.

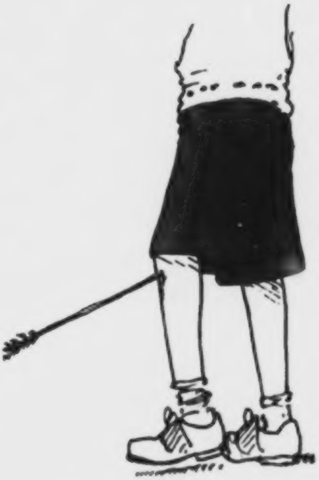
I made some fine arrows and shot them at milk cartons and orange juice cans, but I never hit a thing.



One day I was hiding in the bushes waiting to attack the wagon train. Instead, my little sister came out of the garage carrying a kitten. I jumped out of the bushes, drew back the bow string with the arrow in place, and said, “Don’t move or I’ll shoot!” This threat startled my sister so much that she squeezed the kitten. It scratched her and she moved.

I shot, and my sister’s eyes got big. Then my eyes got even bigger because my arrow was sticking out right below her left knee.

My sister then did the thing a little sister can do that most strikes terror into an older brother’s heart: she went crying to our mom. Mom came out of the house, grabbed me, and said, “Wait until your dad gets home!”



Well, I waited. I waited, and I waited. It was the longest afternoon of my life. When Dad finally came home and took me outside, my only excuse was, "I told her not to move or I'd shoot."

The End

Things to Do *after* Reading the Story

Together, draw a picture of something in the story, like the bow and arrow or milk cartons on a fence or a little kitten. Talk about whether you ever pretend to be an Indian or a cowboy and what your favorite pretend story is.

Melinda's Lamb

by Jean Slaughter

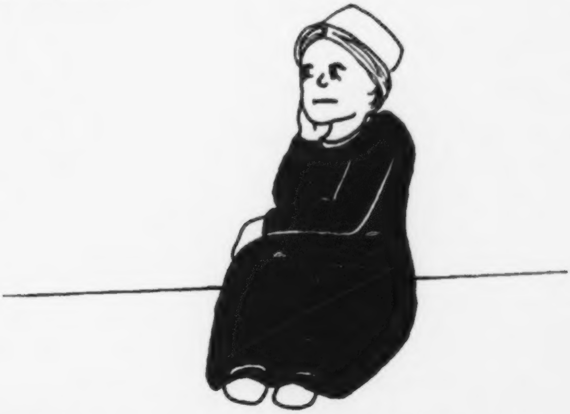
Things to Do *before* Reading the Story

Together, talk about your relationship with animals. Do you own any pets? What other kinds of pets would you like to have if you could choose any animal you wanted?

Snowflakes piled higher on the ground outside of the Amish farmhouse. It seemed funny that with all the snow outside it was only a few days until spring. Melinda was waiting for spring because Father had told her that when spring came the ewe would have her baby.

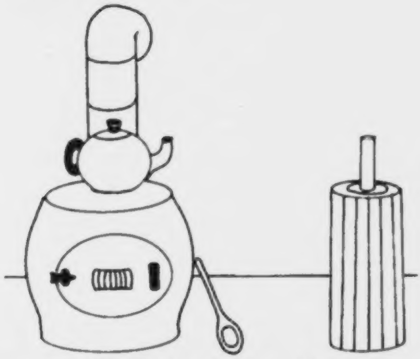
How I love little lambs! They are so soft and cuddly.

"Melinda, are you daydreaming again?" asked Mrs. Stolfun.



Melinda lifted her chin from her hands and looked up at her mother.

"You haven't heard a word that I said! I need you to churn the butter for me."



Melinda smoothed the folds of her long dress and straightened her little cap that Amish girls wear. Her white apron was coming untied at the bow in back. She quickly retied it.

Wonderful smells were rising from the wood-burning stove in the kitchen where Melinda sat down to churn the butter. Dried-apple pies were baking in the oven and a big kettle of bean soup was simmering on the back burner.

As she listened to the steady slosh of the beater in the thick cream, Melinda's mind began to wander. She started thinking about the lambs again. *If only I could have a lamb of my very own! I would pet it and take good care of it. My lamb would be soft and white, just like the snowflakes outside. Why...I could even name it Snowflake!*

"Mother, why won't Father let me have a lamb?"

"Your father has told you why," said Mrs. Stolfun. "John is the eldest and he will get the first lamb."

"I would take such good care of a lamb if I could have one," Melinda reasoned.

"We know that you would, but we will have only one lamb this year, and it will be John's."

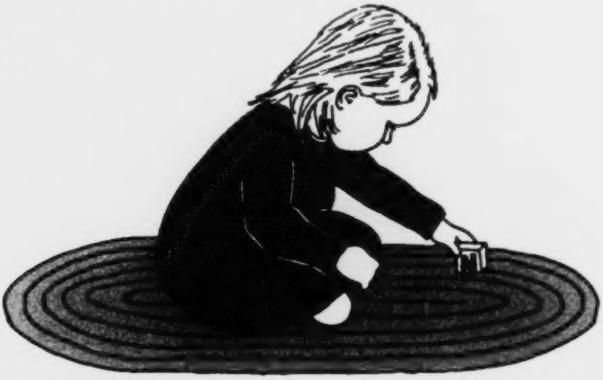
A tear slid down one of Melinda's rosy cheeks.

Softly Mrs. Stolfun said, "John will take good care of the lamb, and I'm sure he will let you help him with it. Next year, you will have a lamb of your own. Be patient, child."

Next year is so far away, thought Melinda. *If only there were some way that I could have a lamb this spring.*

"Melinda, see to your younger sisters while I test the butter," said Mrs. Stolfun.

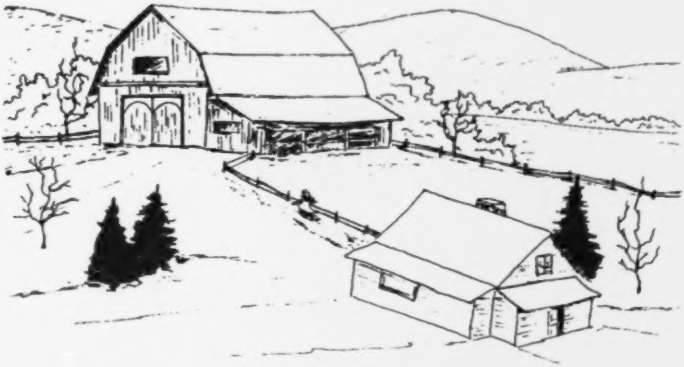
Baby Nancy was sleeping in her cradle. Melinda bent low and felt to see if Nancy was wet. Everything was fine, and Nancy didn't wake up. Her other sister, Lyddy, was playing nearby with some wooden blocks.



"Nancy is still sleeping," said Melinda.

"Good. Come and set the table. The butter is ready, and it won't be long until supper."

The minutes went by fast. Mother began to fill the soup bowls with the steaming bean soup. "Run to the barn, Melinda, and call Father and John for supper."



Melinda pulled her black shawl and hat from a wooden peg on the kitchen wall. The door banged shut as she stepped into the deep snow. The path John had shoveled that morning was already filling up again.

A quick pull opened the squeaky barn door. The sweet smell of hay and clover filled Melinda's nose. Inside the big barn it was almost dark. She could see the flickering light of a kerosene lantern in the back.

"Father! John! Supper is ready," she called.

John came running toward Melinda. "Melinda, come right away. The ewe is having her baby!"

"Really?"

"John, Melinda, come here quickly!" called Mr. Stolfun.

Melinda and John raced to the birthing pen at the back of the barn.

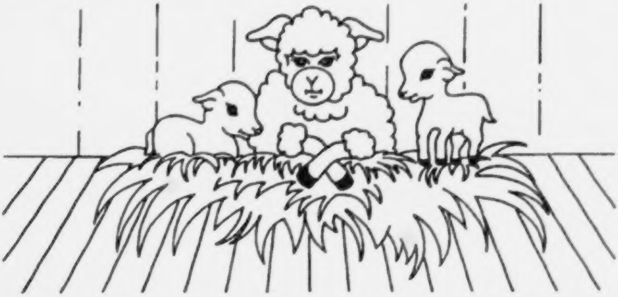
Father smiled and said, "Melinda, I have a surprise for you. I know how much you want a lamb of your own. I didn't think I would be able to give you one this year, but now I can!"

"Father, what do you mean?"

"Look, Melinda."

When Melinda looked inside she saw not one newborn lamb, but two!

"The ewe had twins, and I am giving one of them to you," said Father.



"Oh Father, thank you!" Melinda knelt beside her father and brother. As they watched the lambs John gently touched one.

"Aren't they beautiful, Melinda?"

"Yes, John....oh yes!"

"What are you going to name your lamb?" asked John.

"Snowflake."

Things to Do *after* Reading the Story

Now that you have seen the pictures with the story, draw something from the story where there wasn't a picture. Talk about what it would be like to live like the Amish do. Does anyone in your family know any twins?

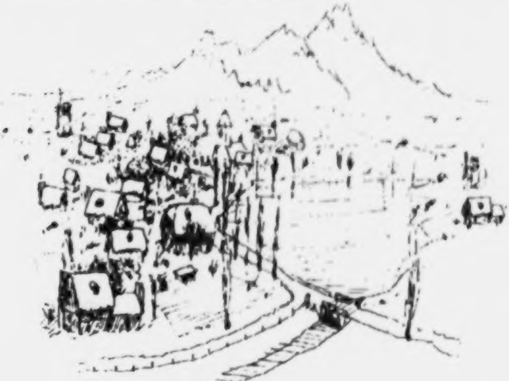
Winter

by Jerry D. Burchard

Things to Do *before* Reading the Story

Talk about the coldest winter you ever lived through. Do you remember a big winter storm? Tell each other what you remembered about it.

Long ago and far from here in a time when things were not as they are now, some people were having a hard life. In their town it was winter all the time. In fact, "Winter" was even the name of their town. It was so cold there that a bucket of boiling water thrown into the air would turn to ice by the time it hit the ground.



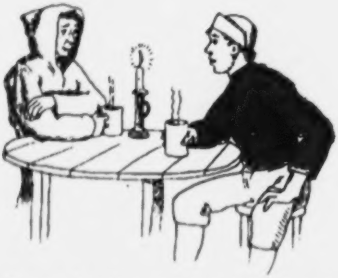
One day a traveling peddler came to the town of Winter to sell his wares. He could not understand why it was winter there when it was springtime everywhere else. So he asked questions.

"Why is this?" he asked. "In all the lands around, it is springtime, and the goods I have for sale are for springtime; but here it is always winter. Why is this?"

The townspeople thought and thought. Nobody knew the answer. Finally someone said, "If anyone at all could tell you, it would be the old hermit who lives in the cave at the edge of Winter."

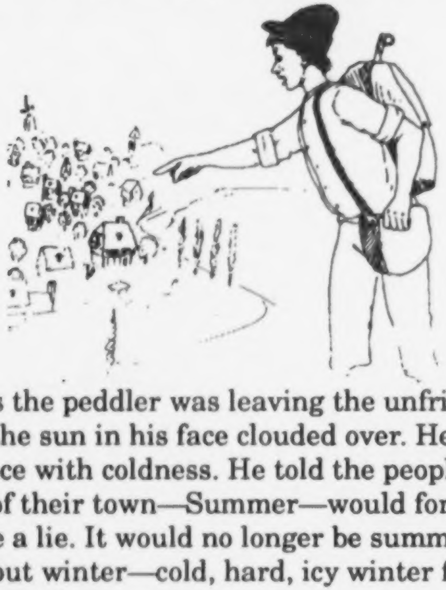
The peddler remembered having seen a cave just where the snow began when he was entering the town. So off he went to see if he could find the hermit, to ask him why it was always winter in the town of Winter.

The hermit did not at first make the peddler welcome, but that did not surprise the peddler because hermits like to be left alone. The peddler waited patiently until the hermit finally invited him into his cave for tea, and agreed to listen to his questions.



The tale that the hermit told the peddler was this: "One hundred years ago, it was not always winter in the town of Winter. In fact, in those days, the town's name was not 'Winter' at all; it was 'Summer.' But then, one day—according to the tale that my old father told me—a peddler came to town. He was a man who had the look of summertime upon him. His hair was the color of the summer sun. He walked tall like grain growing in the field, and he seemed to have a summer breeze always refreshing him.

"In spite of the peddler's sunny face, the townspeople treated him very badly. They slammed the doors and shutters on him. One man chased him with a cane, a woman set her dogs on him, and some children threw stones at him. When the peddler reported all this to the mayor, the mayor called him a troublemaker and ordered him to leave the town, telling him never to return.



"As the peddler was leaving the unfriendly town, the sun in his face clouded over. He cursed the place with coldness. He told the people that the name of their town—Summer—would forever become a lie. It would no longer be summer in their town, but winter—cold, hard, icy winter from that day forward.

" 'You might as well change the name of your town from Summer to Winter!' the peddler cried.

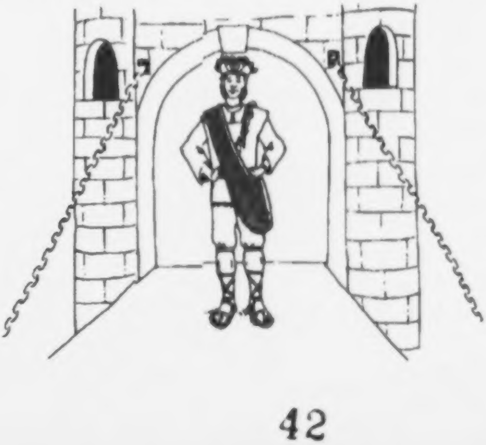
"He also told them that their town could be rescued from its wintry fate only by another peddler: 'Someday a new peddler will come from a distant land high in the northern mountains. You must make him love you very much, for only he can melt your winters into summer.' "

Over the years, the hermit told our peddler, many townspeople had traveled high into the northern mountains in search of the peddler who was to come, but none of them had ever returned. After a hundred years, no one any longer had the nerve to try.

The new peddler took the hermit's story as a dare. He had been treated kindly by the townspeople of Winter, and even by the hermit; so he decided to try to make the trip to the northern mountains.

After climbing up a long, hard way, the peddler came to a castle in a land where, even though it sat high in the northern mountains, it was always summer. Birds were singing and flowers were blooming, as he walked across the bridge into the castle.

When the master of the castle came out to greet him, the peddler saw that the master seemed young in spite of being very old. His hair was the color of the summer sunshine. He stood tall like grain standing in the field. He seemed to have a summer breeze refreshing him. The master was a man with the look of summertime upon him.



"Have you come from the town of Winter?" asked the master.

The peddler said, "Yes."

"How were you treated in the town of Winter?" asked the master.

"They treated me as well as a peddler can hope to be treated," answered the peddler. "Even the hermit welcomed me, told me stories, and gave me tea. I can say that I have begun to love the people of Winter, in spite of it being very cold."

The master of the castle smiled, and his smile was like the blazing sun. Warmth and light filled the air; the birds sang even more, and the flowers deepened their colors.

"Go back to Winter," said the master, "and see how the people are doing."

The peddler did as the master told him, and when he reached the town, he found that things had changed very much for the better. It was no longer winter, as it had been before; but neither was it spring, as it was everywhere else. In Winter, it had become summertime. The sun was hot and bright.

The townspeople were dancing in the streets. Even the old hermit had come out of his cave. The townspeople welcomed the peddler, begging him kindly to settle among them and make their town his home. The peddler agreed to stay, and they all voted to give their town back its old name: Winter became Summer again. Although the peddler continued to go and come and peddle his wares throughout the land, for the rest of his days both he and summertime found a home in the town of Summer.

Things to Do *after* Reading the Story

What would it be like if it were winter all the time? What would it be like if it were summer all the time? Would you miss the other seasons?

We hope you have had fun with these stories!

Future Issues of Parents and Children Together

1990

Motivating Your Child to Learn
Learning and Self-Esteem
Behavior and Learning
Holiday Reading

1991

Learning Science at School and Home
Recreation for Health and Learning
Health and Diet
Learning Math
Stretching Young Minds in the Summertime
Parents As Models

Books of Special Interest to Parents

You Can Help Your Young Child with Writing, by Marcia Baghban. A helpful booklet for parents who are interested in helping develop their child's writing. Activities for parents are suggested to assist their child with writing and reading. ($1.75 includes postage)

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Developing a child's sense of literacy is the focus of this booklet. Activities for parents to assist their child with talking, reading, writing, and listening are provided. ($1.75 includes postage)

Helping Your Child Become a Reader, by Nancy L. Roser. This booklet gives suggestions for parents to help them encourage their child to read. The information is based on reading research and includes several practical activities for parents to use. ($1.75 includes postage)

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Ideas are presented to help parents use resources from around the home to promote literacy. The activities are educationally sound and fun for the parent and child to do together. ($4 plus $2 for postage)

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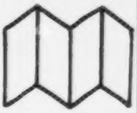
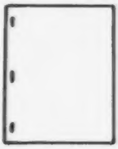
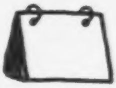
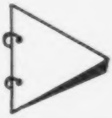
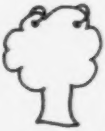
TYPE	SAMPLE	COVER	BINDING	ARTWORK
ACCORDIAN BOOK poems patterns stories "how to" directions		construction paper contact paper over cardboard posterboard glued or stapled to front & back	Pages folded accordian style, using a long sheet of paper. Another sheet or heavier piece of paper can be used to reinforce front and back sides.	photographs shapes—circles, triangles, squares, etc. tie-dye paper thumbprint pictures blow-printing
STAPLE BOOKS classroom stories group contributions alphabet books word fun poems simple sequence stories		construction paper posterboard cardboard	Pages and cover are stapled together, then bound for added durability with masking tape.	paste cutouts and magazine pictures on pages
RING BOOKS group stories word fun poems collection of poems		construction paper posterboard cardboard burlap or other cloth	Punch holes in pages and use notebook rings, key chains, yarn, string, rope, twist-ties, or shower curtain rings to bind together.	type poems or stories, cut out and paste in box illustrate with crayon, chalk and water, magic markers, poster paints, colored pencils, or fingerpaints
SHAPE BOOKS stories about animals, objects, machines, people, etc. poems nursery rhymes innovations	 	construction paper posterboard cardboard (cover is in the shape of object)	Make pages in the shape of your book; tall book, short book, triangles, circles, etc. Bind together.	combine various art media on same page: fingerpaint and construction paper, etc. prints made with kitchen utensils, and household gadgets, vegetables and fruit

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September 1990

Parents & Children Together

Motivating Your Child to Learn

Read-along Stories:

Jellybean Adventures

Mr. McMuddle's Troubles

The Cobbler and the Elves

BEST COPY AVAILABLE

This booklet has a companion audio tape on "Motivation." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.

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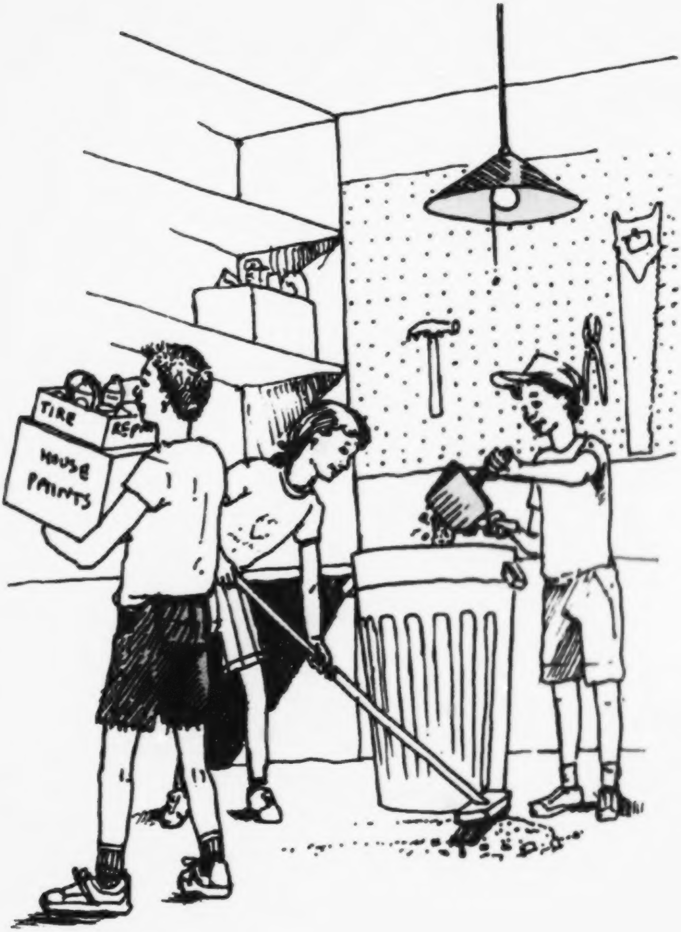
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Getting Started

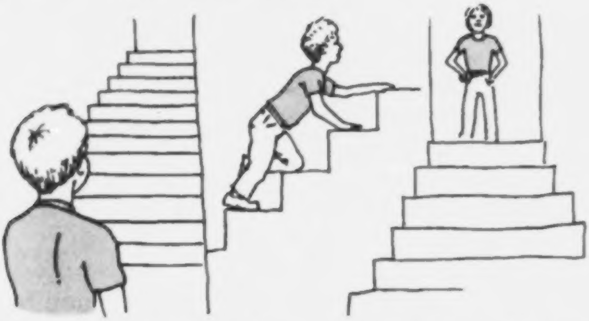
Welcome to this month's issue of *Parents and Children Together.* This issue focuses on motivation, especially on specific steps you can take to motivate your child to learn. As usual we answer several practical questions from parents and describe activities that you can use at home.

On Side B of the tape (and in the second half of the booklet) we have three read-along stories. They are read by storytellers Patty Callison, Barbara Vultaggio, and Jerry Burchard. We encourage you to listen to these stories and read them with your children so that they can participate in the excitement of story reading. Of course, your child can listen to the stories alone, if you wish.

How to Motivate Your Child

Hello Mom or Dad,

Everyone uses the word motivation, but most of us don't think much about what it actually means. We know that motivation has something to do with getting us moving toward important goals. We know that some things seem easy to do because they appeal to us, or we think there is going to be a big reward. Other things are not very interesting, even though they may seem important to our friends, children, or bosses. Why is one person, for example, motivated to learn all the details of baseball while another doesn't care if a baseball game is ever played again? That question is at the root of what we call motivation. For a person to be motivated, the end result, that is the goal, has to be important to that individual.



If we want our children to be motivated about school, then learning in school has to be important to them; learning school subjects has to be one of their goals. To move toward a goal, two things have to happen: first, we have to have a clear goal that appeals to us; and second, we have to see that there is a way we can attain that goal.

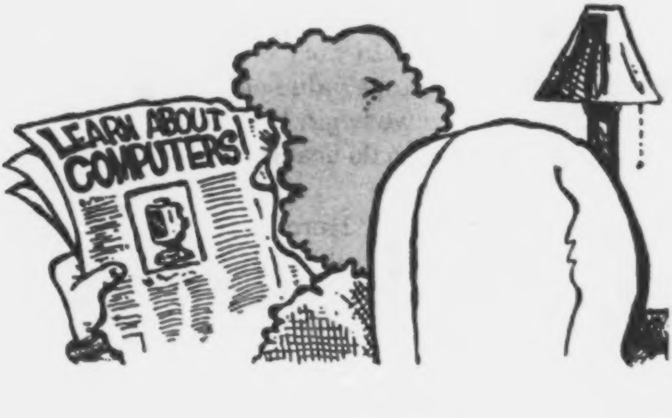
Parents and teachers have the tough job of helping children set goals and of seeing the steps it takes to achieve them. For example, how can we get a seven-year-old second grader to find information in a book (How long does a cat live?) or to learn math facts (6x3=18)? This kind of learning is narrow in focus but has long-range importance because it develops skills that will serve children throughout their lives. You as parents can see the purpose of these activities. The question is how do we motivate children to work on them when they can't see the long-range value of learning facts and study habits? Now we begin to sense why motivating young children to do academic tasks is often difficult for us.

So how do we do it? Here are four steps you can take to motivate your children.

Step 1: Be a model of curiosity. Children naturally look to important adults in their lives as models of what they should do. They want to please and to imitate important adults. Obviously, parents and teachers are important adults to them.

That means if you want your children to work hard on school subjects, you have to demonstrate in your life that school learning is important. You have to seek answers in books, show curiosity about math facts, or indicate that it is important to you to learn what is going on in society and in government in order to vote wisely.

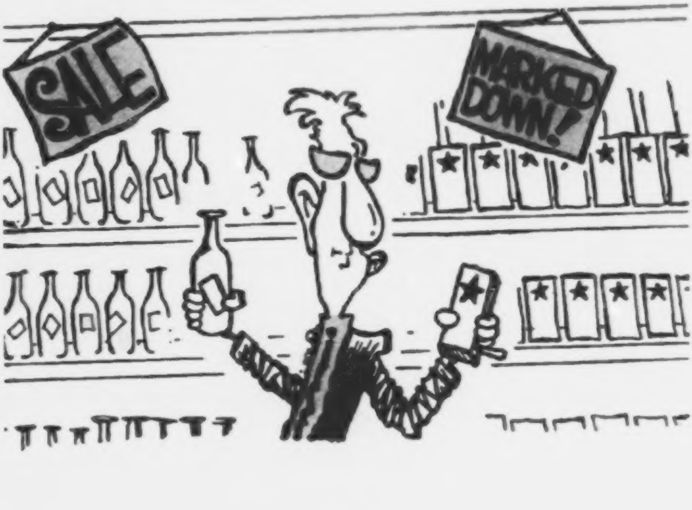
You can do those things by asking questions out loud and then asking out loud how you can find the answers to those kinds of questions. "I wonder if there is a way for me to learn how to use a computer? I could look in the newspaper for an ad that might give me information." Then you can pursue answers in newspapers or encyclopedias or call the library for help. There are all kinds of ways of demonstrating to your children that you are curious about the world and new knowledge. This helps your children want to achieve similar attitudes and skills themselves.

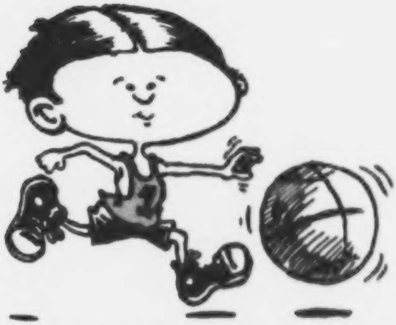

LEARN ABOUT COMPUTERS!

Step 2: Praise and reward efforts to learn. Most children want to please their parents and their teachers. They will respond well when those important adults praise them and occasionally reward them for their efforts. When your children ask questions and pursue answers by looking them up in the dictionary, newspaper, or magazine, you ought to say: "Hey, that's a smart idea. Now you're thinking. You're going to do well if you keep that up."

When your child talks about what is going on in school, you can show interest and enthusiasm for what the child is learning. Naturally you want to praise a child when she is making progress. That doesn't mean waiting until the child brings home a paper with an "A" on it. If a teacher says your child is doing better this week than last week or better this report period than the last report period, that's a time for rejoicing at home. Then you can say, "Way to go! Now you're working. I'm sure glad to see that you are improving. That's just great!"

Step 3: Solve real problems. One of the best ways to motivate a child to do school work is to show that it has application outside of school. For example, can we parents show that reading stories enriches our emotional lives? Can we demonstrate that math is used regularly in our shopping, our check writing, and our measuring to buy paint for our walls? Can we find information in newspapers and magazines that helps us decide how to vote, how to plan a trip, or how to solve a health problem? It takes effort and attention to those kinds of details for us to help children see that what they are doing in school will pay off in life. It's all part of a well-known principle in psychology: the more visible and real we can make something, the more likely it is that we will achieve it.





Step 4: Lay out the steps to success. We said that the goal has to be visible. It's even more important that the means to achieve the goal are clear and concrete. One of the reasons many of us don't achieve our dreams is that we have no sense of how to move from where we are now, toward the dream. I can remember one little third-grade boy writing about his dream to be a professional basketball player like Magic Johnson. In his composition he said that all of his friends, teachers, and parents thought that he would never be like Magic Johnson because he was too clumsy and not fast enough. He said that it was awful when no one believed in him. Wouldn't it have been wonderful if some of those people had given him some direction? Wouldn't it have been uplifting for that child if his parent had said: "If you are going to be like Magic Johnson, you are going to have to learn to run fast and to shoot well. Why don't you start by shooting baskets after school every afternoon or by getting on a local Boys' Club track team to run faster?" By directing him in this way, the parent would have allowed the boy to keep his dream at a point in his life when encouragement and support were so important.

Motivation for children is not just interest, and it is not gimmicks that simply catch their attention. Motivation means focusing on a goal and laying out clear steps needed to achieve that goal. Parents play an extremely important role in helping children become motivated for school work. So, first, be a model of curiosity for your children. Second, praise and reward them for their efforts to learn. Third, help your children solve practical problems according to what they have learned in school. And finally, always help your children take the first little steps that lead them to bigger goals. Then you'll be surprised at how motivated your children will be in school.

Questions about Motivation

All parents have questions and need answers about the academic growth of their children. Here are some questions that parents frequently ask about how to motivate their children.

1) **I don't know what is wrong with my child. She is not interested in school and doesn't care if she does well or not. What can I do to get her interested in improving?**

Have you asked your child why she does not care about school? Parents and children need to share what goes on at school as well as what goes on at home while they are away. Your child needs to know that you are interested in her—what problems she may be having at school as well as things that may be bothering her at home. I would encourage you and your child to meet with your child's teacher to discuss this lack of self-motivation. Sometimes lack of motivation can stem from your child's lack of self-worth—a feeling of not being adequate or good enough to fulfill expectations. It may be fear of failure.

Don't let any problems—school or home—spoil your child's chances of success. Meet non-success head-on. Find out *what* it is that may be causing this lack of interest and then work with *how* to replace this failure with success.

2) How can I motivate my child without always having to give him rewards and presents?

If you have not started the habit of rewarding with material prizes—*don't!* Changing established habits is sometimes difficult, but it is possible. I have found with my own children that when they have met with success, a simple statement acknowledging their achievement, like "I bet that really made you feel proud," can bring self-satisfaction to my children. They are able to reflect and respond to how they felt—"I really felt great" or "Gee, that made me feel proud." These are healthy ways to express and share pride without material rewards.

I think the best rewards that you can give are yourself, your time, and your attention. Kind words, hugs and pats on the back, an extra story at night, a walk in the park, extra time allowed for a bike ride or even a bike ride to a new area, allowing 30 minutes more for TV watching one night, relieving your child of a chore for one week—the possibilities are endless.

3) My child does well in school, but does not like school because she says it is boring. Do you have any suggestions for me so I can help her?

Children sometimes say they are bored because it is the "cool" or the "right" thing to say, when actually they really do like school. Some children are bored by choice. If your child expects something is going to be boring, then it probably will be boring. Encourage your child to become engaged in what is going on and to make an effort to be interested in whatever is at hand. As adults, we know that not all work is entertaining. Your child may feel that she already knows about the things that are being discussed in class. Encourage her to extend herself—develop a sense of inquiry, curiosity, and discovery beyond what she may think she already knows. Ask her to act interested and see if that doesn't relieve her boredom. Schedule a conference with your child's teacher and your child together so that your effort at home is reinforced at school.

If you have questions you want answered about school and learning, please write to us and we will try to answer them for you. You may find your question in another issue of Parents and Children Together.

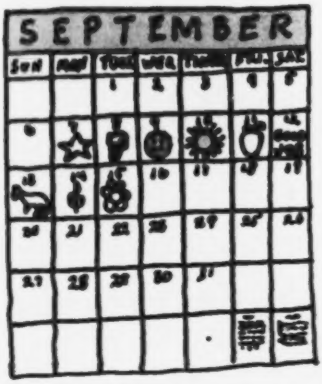
Write to:
Editor, Parents and Children Together
Indiana University
2805 E. 10th Street, Suite 150
Bloomington, IN 47408-2698

Activities for Reading and Writing

As parents, we are looking for activities that will benefit our children. Here are some activities that help your child's reading and writing skills, but most of all they are just fun.

Time Passages

- At the beginning of each month, make a calendar for your child to keep track of her daily reading time. Decide on a minimum time you want your child to read each day, either to you or to herself. Each day that she reads for the allotted time, allow her to color in the square for that day or place a sticker in it. Decide on a reward system based on a certain number of days, number of days in a row, or the total days in a month. Save the calendar pages so your child can see her reading time. After doing this for several months, your child may develop a habit of daily reading.



Stick to It

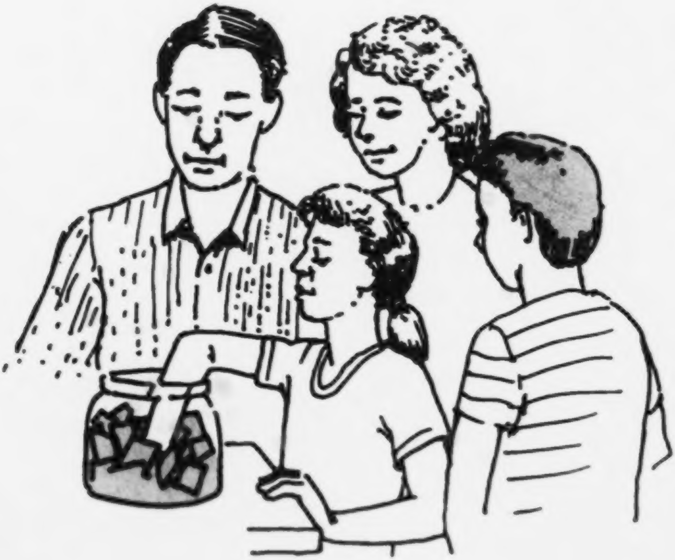
- Help your child stick to reading by rewarding him with a sticker each time he reads a book. Make a booklet out of paper similar to trading-stamp books. The child can see how many books he has read by counting the stickers. Set up a plan for redeeming the stickers for prizes. For example, 10 stickers and the child can stay up past his bedtime; 20 stickers and he can invite a friend to go swimming.

Scavenger Hunt

- Encourage your child to finish a book. Look through a book before your child reads it, and make a list of objects for younger readers to find and a list of words or phrases for older readers. For very young children who cannot find words for objects, draw the object or cut it out of an old magazine or catalog. After they find all of the objects, words, or phrases, they will have read a book and completed the hunt.

Raffle Reading

- Adults and children can participate in this family raffle. Each time a whole book or 50 pages are read, a family member writes down her name, number of pages read, and the book title. Place this record in a jar or box. Explain to your children that the more books they read, the more chances they have to win the raffle. Decide on a prize beforehand; then once a month hold a raffle drawing. For example, the winner can choose a favorite dinner or dessert, relief from a chore, or the place for the next family outing.

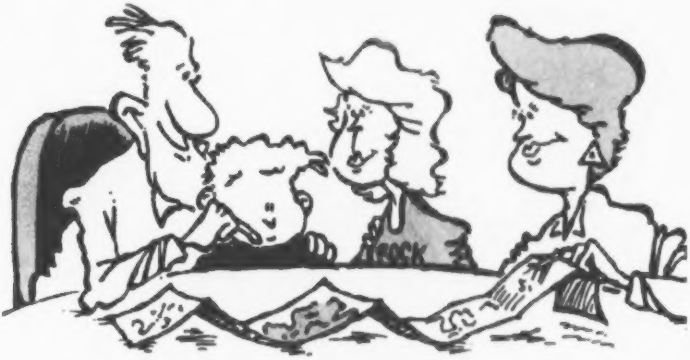


Suggestions from a Teacher

We talked to Evelyn Masen of Indianapolis, Indiana, who is a teacher and administrator of reading programs. She gave us these suggestions.

Vacation Trips

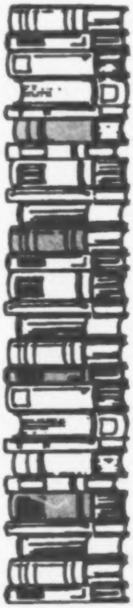
- Children learn by doing, and reading is more interesting when it is about something they enjoy doing. Vacations are usually happy times and thus a great opportunity for a family to read and learn together.



Center your family reading around your vacation trip—vacations are exciting, and so is reading about them. Ask each family member to read about different parts of the trip, for example, the destination, other places nearby, how far you have to travel, places to stop, things to do and sights to see, and the kind of weather you can expect. Planning a vacation together means that your family will need to discuss how to share the information that each of you digs up.

Explore your local library for anything you can find on your vacation spots. Travel agencies in your hometown have maps and other free literature that they are glad to give you. Suggest that your child write for an information packet to the office of tourism or the chamber of commerce in the place where you are headed. Take some of the books and pamphlets with you on the trip to keep your information fresh as you travel and to share facts about what you see.

Long Books



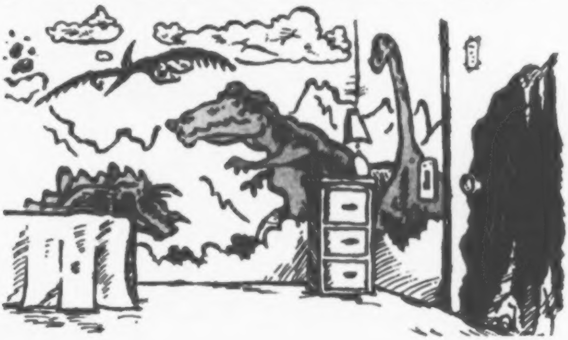
- Long books make hard reading for some children—long books can be overwhelming. I remember the mother of a child in a school where I taught who solved this problem in an unusual way. She bought an inexpensive paperback that her young daughter chose, and then tore each of the five chapters out of the book and bound them into five minibooks using construction paper and a stapler. The child called each chapter her "little books," and read them eagerly, one after the other. In the next step, the mother checked out thin books from the library, and in this way helped her child gradually to read longer books.

Readers' Theater

- Another way to help children like to read is by turning what they read into plays. Use nursery rhymes and short books with simple stories. Children are natural actors and love to play roles. They get caught up with the storybook characters they are acting out and forget that reading is hard work. A touch of makeup and costumes make it even better. But be warned! Sometimes little stories can grow into big, neighborhood productions.

Dinosaur Fun

- Dinosaurs are extinct everywhere except in a child's imagination. One family used their son's love affair with dinosaurs to get him to read. They papered his bedroom wall with a dinosaur mural and the bedroom door was decorated so that it looked like the entrance to a cave. At the natural history museum they visited a special exhibit on dinosaurs, and at the local library they found books of all kinds on dinosaurs. The collection of brochures from the exhibit and the books from the library soon had the boy reading about his favorite subject.



If you have helpful motivational ideas that have worked for you and your children, please send them to us and we'll try to share them with our readers.

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Books for Parents and Children

On pages 22 to 29, you will find a list of books for parents and children. Books can be a wonderful source of motivation for you and your children.

The books are divided into different categories to aid your selection. Under ***Books for Parents,*** for example, you will see that the folks at Sesame Street have produced *Raising Kids Who Love to Learn,* to help parents learn to play with their children in ways which will encourage learning and to develop closer family bonds. *Raising Children to Achieve* includes family activities that parents can use at home to help motivate their children to get things done and to see school work as important. In *Help! for Parents of Children 6 to 12 Years, real* parents share their parenting experiences so others can benefit. This book appeals to parents because of its practical examples and solutions to child-rearing problems.

Books to Read Together lists books that parents can read to their children. Several of these books have been chosen by children as their favorites. ***Books for Children to Read by Themselves*** is a list divided according to age groups. The divisions are only general guidelines. A different list of books for parents and books for children appears every month. You should be able to find these books at your local public library or most bookstores.

At the beginning of this issue we mentioned that Side B of this tape contains three stories that are designed to be read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. Then turn on a tape recorder so that your child can listen and read along. But keep in mind that it is important to talk about the story ahead of time.

Before reading the story, talk about the title or the things that might happen in the story. Then—after the story is finished—talk about it again. By the way, if in the middle of the story something funny or exciting happens, it's O.K. for you to stop the tape and discuss the event, or for your child to ask questions, like "What happens each time Emily eats a jellybean?" or "How do you think Mr. McMuddle is going to get rid of all the creatures?" or "What do you think the king of the elves will do?" These questions help reading come alive and creates an interaction between you and your child.

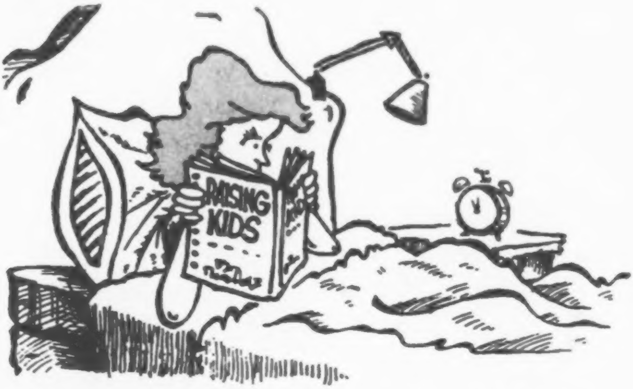
When you and your child are ready, turn the tape to Side B and listen to the stories as you read along together, or you can read the stories yourself as your child reads along.

Books for Parents

The following four books are suggested to help you motivate your child.

Raising Children to Achieve, by Eric W. Johnson. Based on psychologist David McClelland's achievement motivation, the author gives parents and teachers methods for developing children's motivation to achieve. Each chapter also includes family games and exercises.

Raising Kids Who Love to Learn / Children's Television Workshop. Presents the four stages of learning, along with practical ways to encourage a child's yearning to learn. Gives child-focused home activities and provides ideas on how to play and interact with your child to help him achieve without feeling pushed or pressured.



Help! for Parents of Children 6 to 12 Years, by Jean Illsley Clarke. Gives answers to child-raising problems written by parents, for parents. Gives background information about developmental stages, and practical suggestions. Also listed are additional resources for parents.

Helping Students Develop Self-Motivation: A Sourcebook for Parents and Educators, by Donald R. Grossnickle. This booklet can be used as a guide by parents to help teach their children self-motivation. Principles and concepts of motivation, and motivation development are covered. Also given are 36 one-minute pointers for parents to use to motivate their children. This booklet is $5 (including postage) and can be ordered by writing:

National Assoc. of Secondary School Principals
1904 Association Drive
Reston, VA 22091

Books to Read Together

For children from ages four to six.

Walk & Read, by Tana Hoban. Children see many words on signs, vehicles, and advertisements in everyday life. This book shows pictures of these words as they appear in society, such as wet paint, bus, phone, pizza, etc.

The Very Busy Spider, by Eric Carle. A spider is invited to take part in a variety of activities by several different animals. She refuses so that she can use the time to build her nest. Her efforts pay off when she catches a fly to eat. The web in the book can be felt because raised print is used.

Harold and the Purple Crayon, by Crockett Johnson. Harold wants something to do one evening so he decides to go for a walk. He takes his purple crayon along with him and begins-drawing different adventures, apples and pies to eat, a dragon, boat, ocean, and balloon. He draws with his crayon until he ends up back home in his own bedroom.

For children from ages six to eight.

The Art Lesson, by Tomie dePaola. Tommy wants to be an artist when he grows up. For him to create his own art at school, he has to make a deal with his art teacher. Tommy works everything out and grows up to be a terrific artist.

My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins or Things, by Judith Viorst. A mother reassures her son that there are not any evil things lurking around him or trying to grab him. She does make mistakes about other things, though. It makes him wonder if she is right or wrong about all of his imaginative creatures.

Cloudy with a Chance of Meatballs, by Judi Barrett. The people in the town of Chewandswallow don't cook or buy their food; they wait for it to fall from the sky. Pancakes, hamburgers, milk, everything they eat falls down upon them—until one day when something wacky goes wrong with their "food weather."

For children from ages eight to ten.

Miss Rumphius, by Barbara Cooney. When Miss Rumphius is a young child, her grandfather instructs her to try to make the world a more beautiful place no matter what else she does when she grows older. She lives out her dreams and then is able to make the world more beautiful by planting lupines.

Not So Fast Songololo, by Niki Daly. Shepherd goes with his old granny, Gogo, to the city to help her do some shopping. Shepherd notices some red shoes in a store window and becomes aware of how shabby his own shoes are. After Gogo finishes her errands, she surprises Shepherd by taking him back to the store to buy the red shoes.

The Man Who Could Call Down Owls, by Eve Bunting. A man from a village has the power to call owls. They are his friends, and they always come when he calls so the people of the village can see them. Then a stranger comes and tries to take the man's power away. The stranger does not learn the magic, and the owls punish him in their own way for what he has done to their friend.

Books for Children to Read by Themselves

For children from ages four to six.

Anno's Alphabet, by Mitsumasa Anno. Presents pictures of wooden letters for each member of the alphabet. On the page opposite the letter are objects which begin with that letter, such as B: bike, M: map, Q: queen, etc.

All by Myself, by Mercer Mayer. The critter in this book can do lots of things all by himself. He can brush his fur, get dressed, and help take care of his sister without any help. But when it is time for bed, he needs his parents to read him a bedtime story.

Now We Can Go, by Ann Jonas. The child in this story cannot leave his home until his red toy bag is filled. As each additional toy is added to the bag, the word for it is shown at the top of the page. After the bag is filled with a bear, ball, truck, doll, book, etc., he is ready to go.

For children from ages six to eight.

Max, by Rachel Isadora. Max is a terrific baseball player. He discovers a way to become even better. Max goes to his sister's dancing class to warm up before each game. His method must work because he hits a home run!

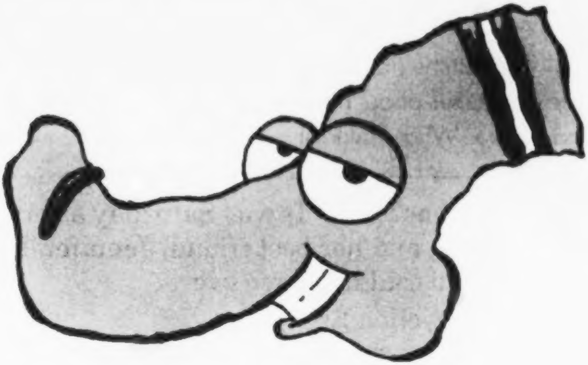
Louanne Pig in the Talent Show, by Nancy Carlson. Louanne's friends are all getting ready for the talent show. She is grumpy and does not want to try because she does not think she has any talent. Then when George loses his voice, Louanne gets to be the master of ceremonies and decides she likes talent shows after all.

Benedict Finds a Home, by Chris L. Demarest. Benedict is a bird who thinks his home is too crowded. He has several funny adventures as he tries to find himself a new home. Then, after many attempts, he decides there is no place like home.

For children from ages eight to ten.

The True Francine, by Marc Brown. Francine gets scary Mr. Ratburn as her teacher for third grade. She is accused of cheating and punished, until her very good friend Muffy admits she is the one who cheated. Francine is then allowed to play in the ball game and hits a home run to win the game for her team.

Irwin the Sock, by David J. Klein. The author of this book was in the fourth grade when he wrote this story about Irwin. What is the life of a sock like? Read this fun book to find out what happens to Irwin, who really is a sock.



Can I Keep Him? by Steven Kellogg. Arnold wants a special friend to keep him company. He asks his mother if he can keep many different animals, including a dog, cat, deer, bear, python, and dinosaur. At last he finds a new friend, Ralph, whom his mom won't let him keep, but with whom he can play.

Also ask the librarian for the following magazines for children:

Kid City
Ranger Rick
Children's Digest
*U*S*Kids*

Read-along Stories

Jellybean Adventures

by Lou Hamilton

Things to Do *before* Reading the Story

Look at the first picture and read the title. Make a couple of guesses about how jellybeans could lead to an adventure. What flavor of jellybean do you like the best?

Emily was bored. It was Saturday afternoon, it was raining, and her best friend, Jennifer, had measles and couldn't come over.

"Mom!" yelled Emily.

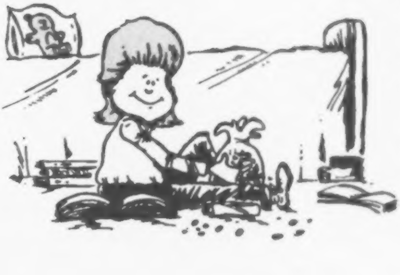
"Yes, Emily?" answered Mom.

"What are you doing?" asked Emily.

"I am finishing some work that I brought home yesterday," said Mom.

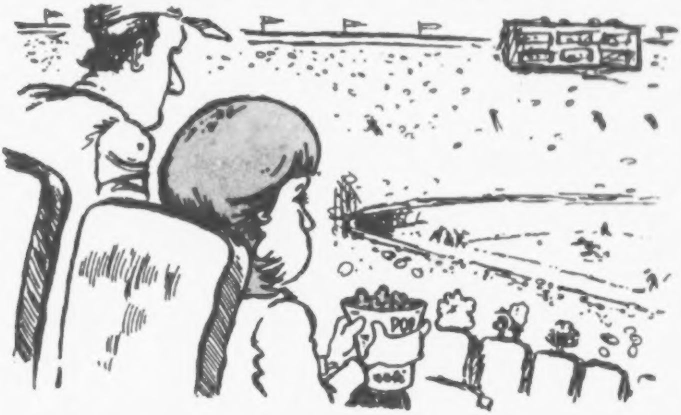
"Can we do something or go somewhere today?" sighed Emily.

"Well, why don't you take the jellybeans we bought at the store yesterday and a book and read for awhile? Remember what the sign said at the candy store, 'Our flavors will take you places you have never been.' When we have both finished, we'll decide on something to do."



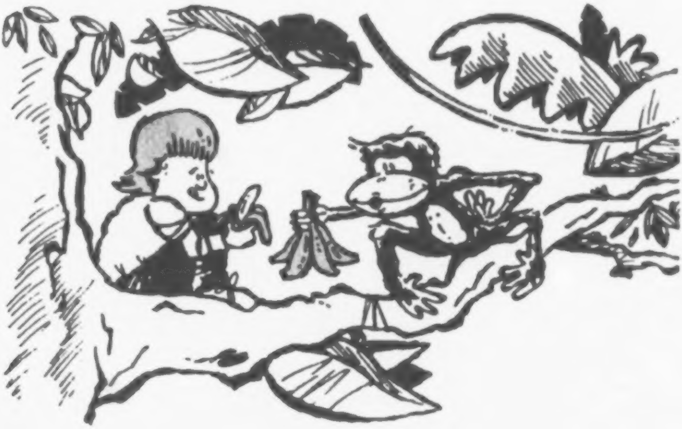
"Oh, okay," said Emily. "I'll be in my room." Emily took the bag of jellybeans into her room and sat looking at some books, trying to decide which one to read.

She held up the bag of jellybeans and looked at all the different colors, trying to guess what flavors they were. I guess I will try the most unusual one first, she thought. She chose the white one with the light brown swirls. When she bit down on it, the taste of popcorn exploded in her mouth. As soon as she swallowed, something bizarre happened. Emily became dizzy, warm, confused, and felt as if she were twirling and whirling through space.



She heard a man yell, "Popcorn, peanuts, hot dogs," and opened her eyes to find herself in a large stadium at a baseball game. She looked at the popcorn in her hand and at the people all around her. Nobody seemed surprised that she was there or that she had just arrived. After she ate some popcorn, watched part of the game, and thought about her arrival for a few minutes, she decided to eat another jellybean to see what would happen.

She decided on a light pink one. Once again she became very warm and dizzy. When she opened her eyes this time, she was at a circus holding some cotton candy. "How weird! I ate a cotton-candy jellybean and now I am in a crowd watching a circus. What is going on? Where did these jellybeans come from? Hey, as long as I'm here, I'll just watch the circus." Emily watched for a few minutes, but then she just had to eat another jellybean because she was eager to see where she would end up.



Emily tried a yellow jellybean with brown spots, and suddenly she was sitting in a tree next to a monkey with a banana in her hand. Quickly, before the monkey could grab her magic candy, she hurled another one into her mouth.

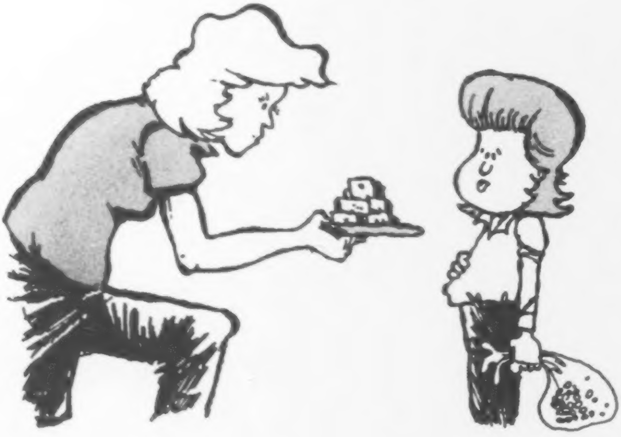
This time it was jalapeno-flavored, and she was in a restaurant in Mexico making a burrito filled with peppers. Emily was beginning to worry about ever getting back home, but stayed long enough to eat a couple of burritos.

She quickly chewed a bright pink jellybean and ended up in a bubble gum factory. Then a shiny yellow one, and she was in a huge field holding a pineapple. She decided to reach into the bag without looking at the color before choosing. As she chewed she thought, *Yum! Fudge brownie!* This time she woke up in her bedroom with the smell of brownies filling the air.

There was a knock on the door. "Honey, I think you have slept long enough. I made some brownies for us while you were napping," said her mother. Emily shook her head and laughed.

Did I fall asleep? she wondered. *Was it all just a silly dream?*

With her bag of candy in her hand she stumbled into the kitchen, still a little confused. "Mom, I'm not really hungry. Can I eat my brownie later?" asked Emily.



"Well, no wonder, Emily, look at your bag of jellybeans. You must have eaten half of them!"

Emily smiled and thought, *Plus the burritos, popcorn, and cotton-candy too!*

Things to Do *after* Reading the Story

Now that you have read the story, describe other jellybeans that you could eat to go on fun adventures. You may want to write the stories and make drawings for the different adventures.

Mr. McMuddle's Troubles

by Juanita Barrett Friedrichs

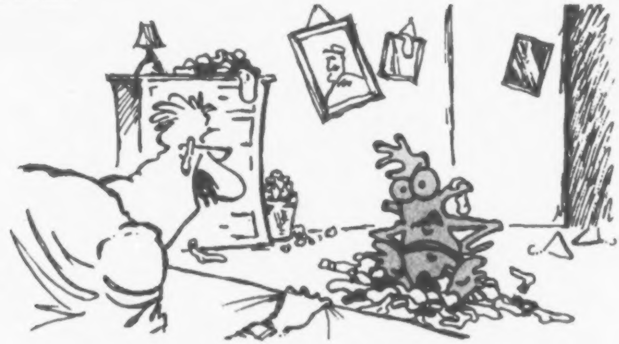
Things to Do *before* Reading the Story

Read the first paragraph aloud and ask: "What kind of story do you think this is?"

One morning when Mr. McMuddle climbed out of bed, he found he was all out of clean socks. "I'll just have to wear a dirty pair," he said. He pulled the pile of dirty socks from under his bed.

"Uh-oh!"

Mr. McMuddle let go of the socks in a hurry and jumped on his bed. There was an ugly something-or-other sitting in the pile of socks, blinking at him.



"You woke me up," it growled.

"Wh-what *are* you?" stuttered Mr. McMuddle.

"I'm an Ickirag, of course."

"Icky is right,"gasped Mr. McMuddle. He ran out of the room in his bare feet. He snuck into the kitchen.

"I need a cup of hot cocoa," he said, "to calm my nerves."

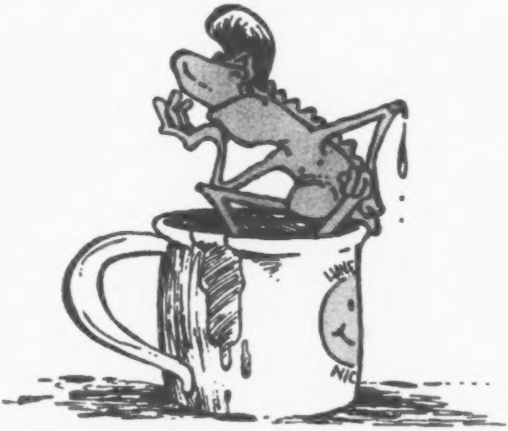
But there were no more clean cups in his cupboard. They were all piled in the sink.

"Oh, fiddle, fuddle," sighed Mr. McMuddle. "I will have to wash a cup." He sprinkled soap powder on the dirty dishes.

Someone gave a loud sneeze.

"Quit sprinkling me with that disgusting stuff!"

Mr. McMuddle almost fell over. A horrible something-or-other was sitting in his cocoa cup.

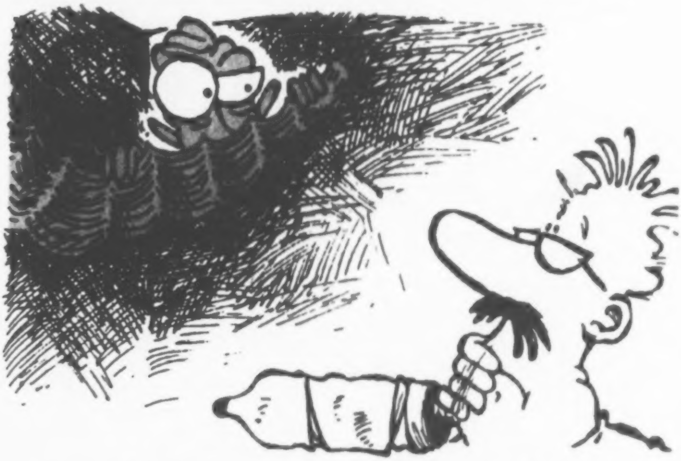


"Wh-what *are* you?" stammered Mr. McMuddle.

"I'm a Jugalump, of course. I was soaking my feet—KERCHOO!—in the cocoa you left in this cup. Last week's cocoa is very good for sore feet."

Mr. McMuddle decided he didn't need cocoa. He tiptoed into the living room and squeezed himself onto the sofa between piles of old junk he had been saving. To calm his nerves, he wrote his name backwards on the coffee table. The dust was so thick that his finger made a good pencil.

Then he heard a creaking noise over his head. He looked up. Near the ceiling in a corner was an old ragged cobweb. The cobweb was swinging back and forth. Someone was using it as a hammock.



"Who invited *you*?" yelled Mr. McMuddle.

"*You* invited me," said a mean-sounding voice. Two mean-looking eyes peered over the edge of the cobweb. "With all of these empty hammocks in your house, I thought you were looking for guests."

"I am not," said Mr. McMuddle. "Who *are* you, anyway?"

"I'm an Ughabug, of course. I've tried every hammock on this ceiling, and they're all terrible. They all creak or squeak. Now leave me alone so I can sleep."

Mr. McMuddle was glad to get out of the living room. "But where shall I go?" he wondered. "Every room in my house has some horrible creature in it."

Mr. McMuddle went out and sat on his porch. It was raining. The roof leaked right over his chair.

"I want my house back," sobbed Mr. McMuddle. Then he thought for a while. "I will *get* it back, too!"

Mr. McMuddle stomped into his house and headed for the broom closet. He began to swing his broom and swish his dustcloth every which way.

When the Ickirag, the Jugalump, and the Ughabug saw Mr. McMuddle cleaning house, they all screamed and ran out the back door.

Mr. McMuddle washed and folded his dirty clothes and put them away. He scrubbed his dirty dishes and stacked them in the kitchen cupboard. Then he threw out the junk he had been saving—the used-up ketchup bottles and broken chairs and shoes with holes in them.

The house was almost empty!

Mr. McMuddle felt very proud of himself. And very tired. "I think I will take a nap," he said. He climbed into his clean bed.

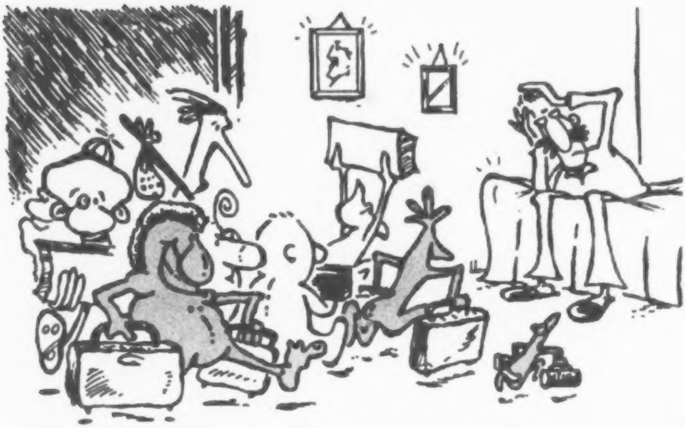
But soon Mr. McMuddle heard scraping noises. He opened his eyes. "Oh, no!" he groaned.

A whole army of ugly-looking something-or-others was moving into his bedroom. What was worse, they were dragging suitcases and boxes behind them.

"Who invited *you*?" yelled Mr. McMuddle.

"Ickirag, Jugalump, and Ughabug told us about your place," the something-or-others yelled back. "When we hear of an empty house, we move in. We bring our own stuff."

Mr. McMuddle jumped out of bed. "Hold it, you—you—"



"Jamablanks, if you please. Now don't disturb us while we unpack. We will be ready for supper in a little while."

"I AM NOT RUNNING A HOTEL!" roared Mr. McMuddle.

He went into his clean living room to think things over. "When my house was full of junk and dirt, the Ickirag, the Jugalump, and Ughabug moved in. Now that my house is clean and empty, I'm stuck with Jamablanks."

Suddenly Mr. McMuddle knew what was wrong. His house was *too* empty! He went out to his yard and looked at the junk he had left for the garbage man.

No, he said to himself. *I don't want that old junk back. I need something different.*

Mr. McMuddle made a list of things he needed. Then he went shopping.

By the time he got home, Mr. McMuddle could hardly squeeze through his front door. His house was jammed with Jamablanks.

"Where is our dinner?" yelled the Jamablanks.

"Out of my way!" roared Mr. McMuddle. He pulled up the shades. He opened the windows. "We're going to have sunshine and fresh air in this house!"

"Yuck!" muttered the Jamablanks.

Then Mr. McMuddle carried in everything he had bought on his shopping trip.

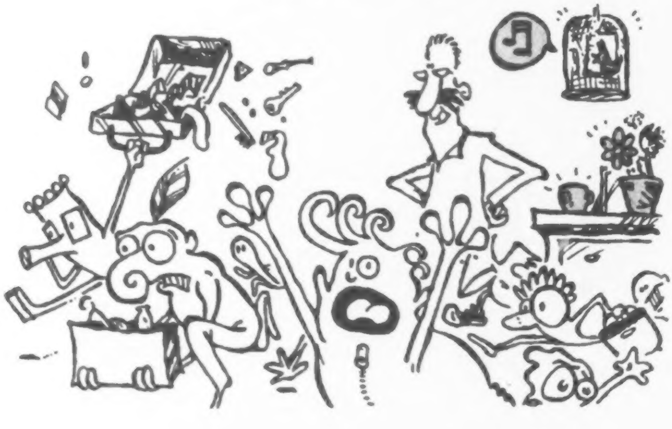
"We're going to have bright colors on the walls," he said firmly. "And fresh flowers on the table. And curtains with yellow polka dots. And towels with red stripes. And blue dishes. And..."

"Stop, stop!" groaned the Jamablanks.

"And a canary that sings all day long."

"That does it!" screeched the Jamablanks. "Sunshine and fresh air are bad enough. Colors and flowers are worse. But a canary that sings is TOO MUCH!"

There was a terrible scurrying and scampering. There was a horrible scraping and scratching. All the Jamablanks rushed out the back door. They dragged their belongings behind them.



Mr. McMuddle hung the canary cage near a sunny window. Then he went right to work, while the canary sang.

Soon his house was the prettiest, most cheerful house in town. It was far too clean for Ickirags, Jugalumps, and Ughabugs. It was much too nice for Jamablanks. And it has been that way ever since.

Things to Do *after* Reading the Story

Together, get some crayons and draw pictures of little creatures that might live in the dusty corners of your home. Think of fun names for them. Draw pictures of some of the other rooms in Mr. McMuddle's house before he cleaned it.

The Cobbler and the Elves

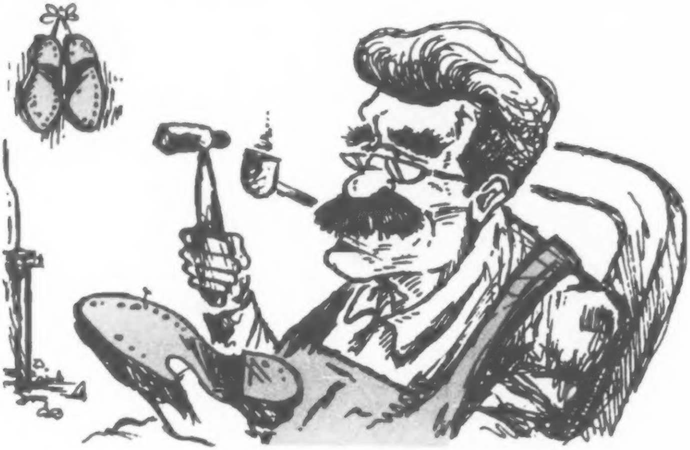
Retold by Jerry D. Burchard

Things to Do *before* Reading the Story

Can you tell from the title what this story might be about? Discuss what the word *cobbler* means to you. Have you read other stories about elves? If so, as you read *The Cobbler and the Elves,* remember what is different and what is alike about the stories and talk about them.

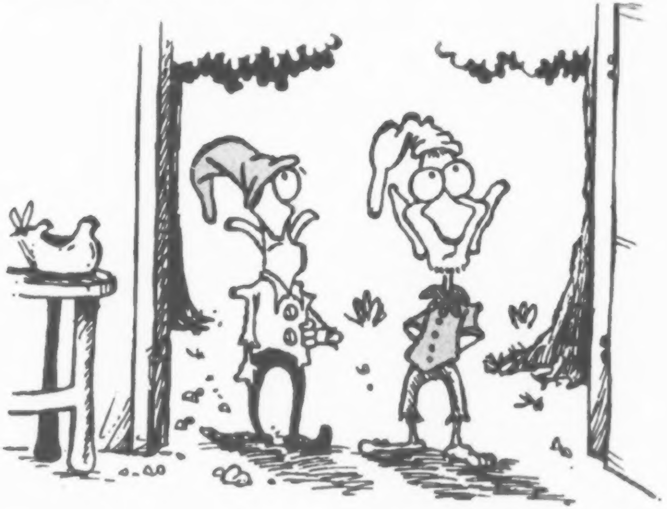
Many, many years ago, when many things were different, there lived an old shoe cobbler. The cobbler's life was simple. He got up each morning, did his breakfast chores, and then went into his shop to work for the day.

For his day's work, he always tried to make one new shoe, or to repair a single pair of shoes. The work was hard, so he took a long time to do it, but he never left the shop until he had finished.



At the end of his day, the cobbler would take the money that people had paid him for new shoes and shoe repairs, and he would go shopping. He would buy food for his supper, and breakfast the next morning and perhaps more leather, glue, and nails with which to cobble more shoes. If he had a penny after that, he would go home, open a secret place in the chimney of his fireplace, take out a little chest he kept there, and save the penny for the day when he might need it. "I might become ill, some day, and not be able to work," he thought, "Some day I will be too old to work. I will need these pennies to see me through my old age." Then he would replace the bricks in the chimney that hid his penny chest.

One evening, as the cobbler was about to sit down to the bit of bread, cheese, and tea that he called supper, a knock came at the door. At the cobbler's door were two men, so tiny that he knew at once they must be elves.



The cobbler was not afraid, for he had heard that elves never harm good people. He had never cheated anyone or charged too high a price for his shoes, so he welcomed the elves into his home.

"What can I do for you?" he asked.

"We are hungry and thirsty and tired," the elves answered.

The cobbler was a kind man, so he gave them the food he had meant for his own supper, and his tea as well, but still the elves were hungry. The cobbler was a generous man, so he took the penny he had not yet put into the penny chest, went to the market, and bought more food. When they had eaten and drunk their fill, the cobbler gave them his own bed, and spent the night himself on the hard dirt floor of his hut. He was hungry, but he was so tired that he slept the whole night through.

In the morning the elves were gone when the cobbler awoke. He had a little breakfast and went to work. When he arrived at his shop, the shoes were all finished and shined, both the new shoes and the repaired ones, and his friends the elves were dancing in the shop.

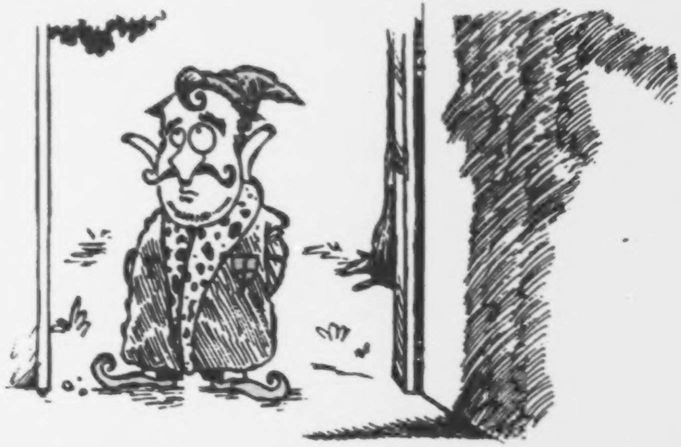
"What has happened?" the cobbler asked. "All my work is done, and there is nothing for me to do."

"You gave us your food and drink and spent your money to get us more," the elves answered. "You also lent us your own bed, and you slept on the hard floor. We have returned your kindness to us by doing a bit of work for you. We will do the same for as long as you live. Would you like that?"

"I thank you very much for the offer," answered the cobbler, but it happens that I like making and repairing shoes. I am happy to have helped you for nothing."

"Then we will repay you in another way," the elves told him; then they left.

That evening, the cobbler received a single visitor at his home. It was another elf, but his manner and clothes were much finer. The cobbler fed the elf and spent the two pennies he had gained that day to buy more food for their supper. He gave the elf his bed and spent another night on the hard dirt floor.

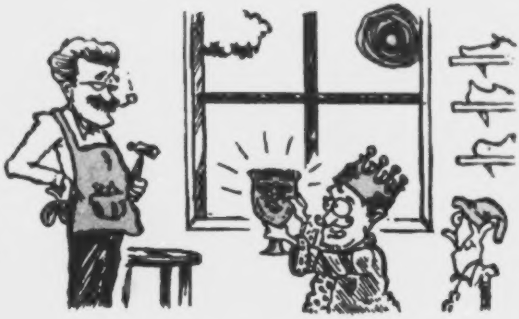


The next morning his visitor was gone when the cobbler awoke, but this morning when the cobbler went to his shop no new work had been done. Instead, many elves were dancing around a huge iron pot in the middle of his shop. When he asked what was happening, the elves told him to look into the pot. The cobbler found the pot filled to the top with golden coins.

"They are yours!" said his visitor of the night before. "I am the king of the elves, and you have been kind to me and the other elves. This pot of gold is our thanks to you. Do you accept it?"

The cobbler replied. "I do thank you very much for the idea, but I need very little in this world. I am happy making shoes and repairing them. I like being useful to my friends and neighbors. The few pennies I save are only for my old age or a time when I am ill. Surely there are others who need your gold more than I do. Repay me for my kindness, if you will, by giving your gold to others who need it more."

The king of the elves turned to the cobbler and said, "We elves have already talked this over. We suspected that this might be your answer. We will do as you ask, but we will do something for you. We insist that you be rewarded, and we want you to live the full and happy life of work and usefulness that you seek. So we leave you with this reward: I set this golden cup in your window to tell one and all that the elves believe that you are the best cobbler in all the land. If you ever are too ill or too old to work and your savings run out, the cup is yours to sell, and you may do as you wish with the money."



The cobbler accepted his reward. He went on making and repairing shoes for the entire village all his days. He was proud to have the golden cup in his window, and he never was so ill that he had to sell it for money. In his last days the cobbler gave the cup to the schoolteacher with the understanding that the gold would be spent to train another cobbler for the village.

Every one in the village always welcomed tired and hungry guests, and offered them a bed for the night, hoping that, one day, the elves would visit them.

Things to Do *after* Reading the Story

Talk about what you would do with a pot of gold. What else could the cobbler have done with the gold in the story? How do you think the story would have ended if the cobbler had let the elves do all of his work for him.

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Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Developing a child's sense of literacy is the focus of this booklet. Activities for parents to assist their child with talking, reading, writing, and listening are provided. ($1.75 includes postage)

Helping Your Child Become a Reader, by Nancy L. Roser. This booklet gives suggestions for parents to help them encourage their child to read. The information is based on reading research and includes several practical activities for parents to use. ($1.75 includes postage)

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Ideas are presented to help parents use resources from around the home to promote literacy. The activities are educationally sound and fun for the parent and child to do together. ($4 plus $2 for postage)

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This booklet has a companion audio tape on "Self-Esteem." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.

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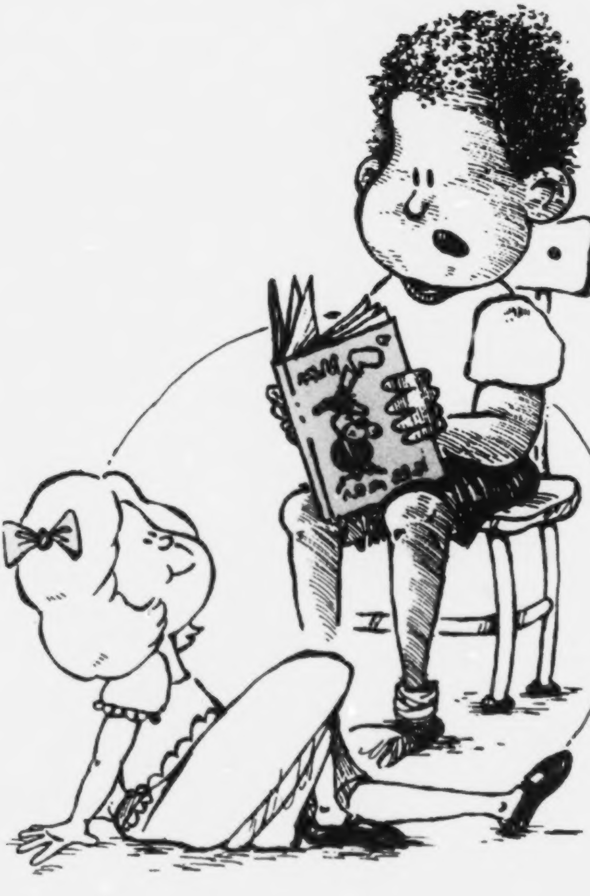

October 1990

Parents and Children Together

Learning and Self-Esteem

Read-along Stories:

A House in a Tree for Me

The Dragon, the Unicorn, and the Caterpillar

Murphy's Riddles

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05

Getting Started

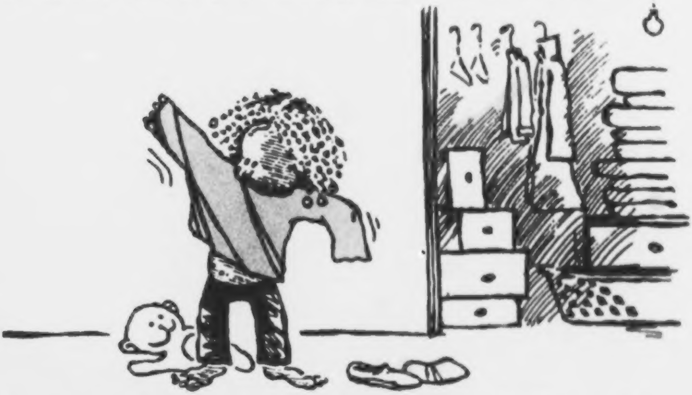
Welcome to this month's issue of *Parents and Children Together.* This issue focuses on Self-Esteem, a highly important attitude for success in life. We present some suggestions to help your child develop high self-esteem, and we answer several practical questions that parents often ask. On Side B of the tape (and in the second half of the booklet) we have three read-along stories. They are read by storytellers Dana Burton, Brian Sturm, Barbara Vultaggio, Warren Lewis, Maggie Chase, and Melinda McClain. We encourage you to listen to these stories and to read them with your children so that they can participate in the excitement of story reading. Of course, your child can listen to the stories alone, if you wish.

Helping Your Child Develop Self-Esteem

When we meet a person who is quietly confident, we usually feel good about that person, probably because he feels good about himself. A friend of mine, Leo, is like that. His attitude seems to say, "I think we can work this out. Let's think about it and get started." Leo's confidence then spreads to me. His attitude shows a self-worth that not only makes him an attractive person, but also gives me a feeling that I can solve problems, too. Leo's self-esteem gives his own life a sense of peace, and it reassures those around him.

Not many people have Leo's ability to make others feel confident just by his presence. But each of us has a feeling of self-worth. That's what gives us the courage to do our jobs, to try new things, and to be responsible for our families. Even if we lack self-confidence and are shy in public, we know deep down that we have value. Parents and friends can be especially helpful in turning our inner feeling of self-worth into an outer expression of self-esteem.

Parents begin building a child's self-esteem when they give praise for their child's successes, like her first smile, or when she stands or walks. Parents are so thrilled when their children do those things that they make a big fuss. But then they often forget to praise other daily learning that the child shows, like learning to pick up things, to say a new word, to use a spoon, to put on clothes, or to say thank you. Every day a child learns and does something new that is worthwhile. Parents are the first and most important people who praise and encourage their child. They help their child build her sense of worth with each act of praise.



I know that children can also be irritating. They can be messy, clumsy, noisy, and a lot of work. But parents need to move beyond those problems and regularly build their child's sense of power over the world. This can be done by having a few phrases of praise always ready:

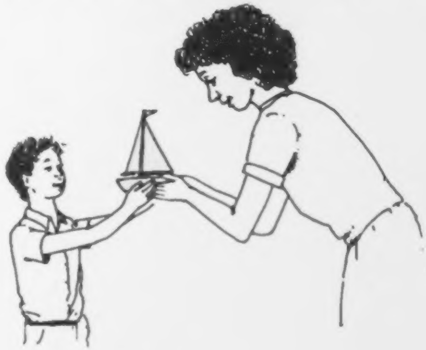
"You learned something new. Good girl."

"You helped your grandma. Thank you."

"You solved that problem. That's great."

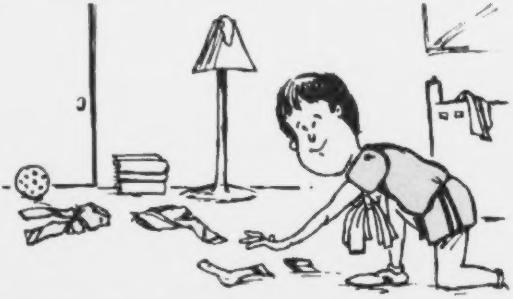
Day after day, these words of praise build your child's self-esteem bit by bit. They build the muscles of self-worth in the same way that daily movement builds the muscles that enable us to walk and to work. For the child, there is nothing more powerful than knowing that his parent approves of him and finds daily reasons to show it.

The other great value of praising children's actions daily is that it shapes the parents' thinking. When parents look for the positive things their children do, the parents begin to expect good things from their children. It is certainly true that if we expect good things, more good things happen to us. The more we praise the learning and the helpful things children do, the more they do those kinds of actions. Our statements of praise build self-esteem in children and build a positive attitude in ourselves.



A positive attitude shapes the self-confidence a child needs in order to learn in school. But self-esteem comes from more than regular praise by parents; it also comes from getting things done in school. Part of learning is getting work done on a regular basis. Children are also rewarded just by completing a couple of math problems each day. Slowly, they will see they are learning to add, subtract, multiply, and divide.

So parents need to know that one aspect of self-esteem in school is being able to work when it's time to work. The child who can't get down to work will always feel at odds with the teacher and classmates. Parents can help build good school habits by assigning routine jobs at home. For example, have your child pick up the scattered toys and clothes from her room each afternoon before she can have a snack or watch television. Or each evening after dinner, have your child spend at least 15 minutes reading or doing homework before turning to other things. Then praise your child for finishing those tasks.



When children know both that parents are happy with them and that they can finish jobs they have started, it feeds their sense of value. And there is nothing more important that parents can give their children than an expanding sense of self-worth.

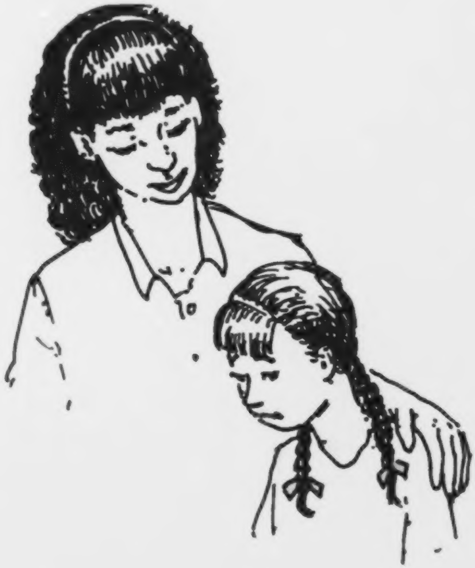
Questions about Self-Esteem

All parents have questions and need answers about the academic growth of their children. Here are some questions that parents frequently ask about self-esteem.

My own self-esteem isn't very high. Will that affect my child's self-esteem?

> Knowing that your own self-esteem is low may be an important first step in helping you build up your child's sense of worth. Self-esteem is a combination of how we feel about ourselves and how we think others feel about us. Maybe you can recall some things from your childhood that made you feel bad about yourself. For example, perhaps you were called names or humiliated when you made mistakes. You could share these experiences with your child, if they are not too painful, or at least resolve to treat your child differently from the way you were treated.

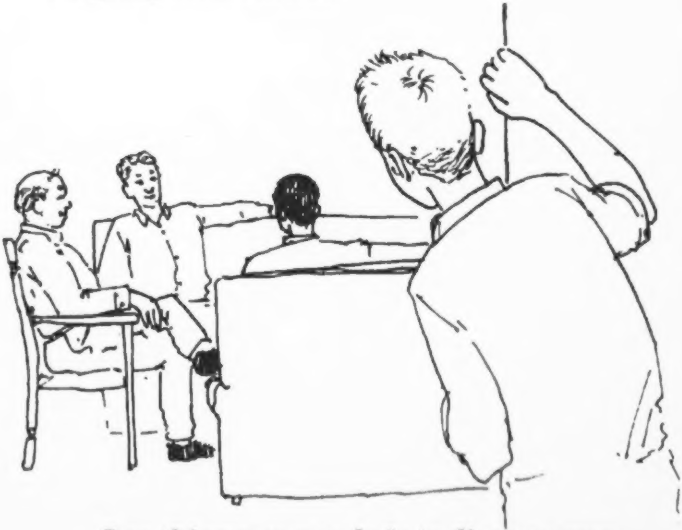
By learning from your experiences, you can provide your child with a positive home environment. For instance, instead of saying, "You are a bad girl" when your child misbehaves, say: "I didn't like the way you acted in the grocery store. You are capable of acting better than that, and I know you will do better when we go to the store again."



In this way you build up your child's self-esteem by emphasizing the confidence you have in her. Try to notice and comment on achievements that your child makes, even small ones. As you make a conscious effort to build up your child's self-worth, take pride in that achievement, and your own self-esteem will also improve.

My child is shy. Does that mean he has low self-esteem?

Your child's shyness may be a result of poor self-esteem, but not necessarily. People use the word "shy" in many different ways, to mean easily frightened, bashful, timid, self-conscious, or non-assertive. All of us experience some degree of shyness or anxiety when we have to talk with people we don't know or do unfamiliar things. And some people are naturally less outgoing than others.



One thing you can do is to discuss your child's shyness with him, being careful not to make fun of his feelings. Talk over with him how he feels when he acts shy, and try to find ways that he can overcome his shyness. Is he afraid, for instance? Your child may find a crowd frightening, particularly when people are strangers.

Why not plan together how you will help him the next time he needs to be in a crowd? Being nearby may be enough. Or—if new situations are frightening—work out a way that he can talk with you about his feelings ahead of time and plan what to do. Express confidence that he will be able to overcome his shyness.

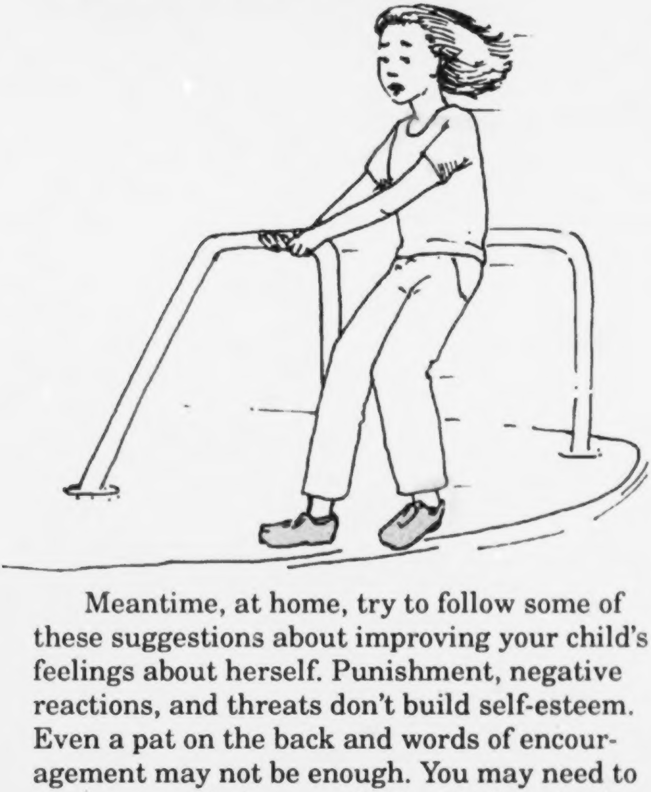
Children do go through stages and sometimes move in and out of behavior changes. If you feel your child's shyness is lasting too long, causing him to withdraw from other children and adults, then maybe he is experiencing feelings of low self-esteem. You might want to consider sharing this concern with your child's teacher or school counselor. Together you can work out a plan to help your child improve his self-esteem.

If my child has low self-esteem, will it affect her school work?

Many studies show that one of the most important factors that influence school success is self-esteem. Children with low self-esteem, even if their intelligence is above average, tend not to enjoy school and easily lose motivation and interest.

Feeling bad about yourself depresses school performance, and, you guessed it, poor performance leads to low self-esteem. This becomes like a merry-go-round, and it becomes harder and harder for a child to jump off as time passes. As a child falls farther behind, her sense of failure increases, and that certainly interferes with school learning.

If your child gets caught in this failure/low self-esteem circle, discuss remedies with your child's teacher. Perhaps there are programs at school that can give her a boost, or her teacher can arrange appropriate help.



Meantime, at home, try to follow some of these suggestions about improving your child's feelings about herself. Punishment, negative reactions, and threats don't build self-esteem. Even a pat on the back and words of encouragement may not be enough. You may need to sit down and help your child with the school work—at least until the cycle of poor performance is reversed—and reassure her that she can do the job and can learn. Express your confidence in her repeatedly, and give praise regularly.

If you have questions you want answered, please write us and we will try to answer them for you. You may find your question in another issue of *Parents and Children Together*.

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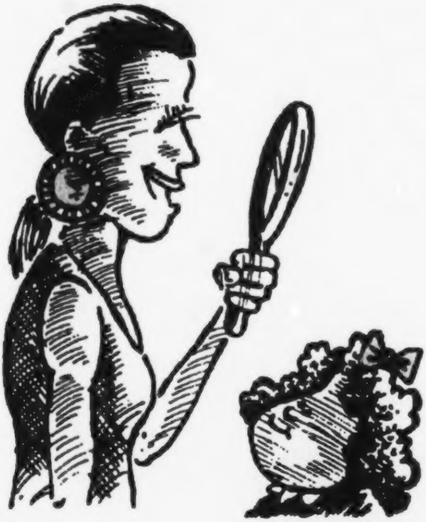
Activities to Increase Self-Esteem

As parents, we are looking for activities that will benefit our children. Here are some activities that help build your child's self-esteem.

Love Pats

- Don't wait until your child does something spectacular to show her that she is loved and appreciated. Be sure to give your child hugs, pats, kisses, and lots of compliments all through her childhood.



Mirror, Mirror in My Hand

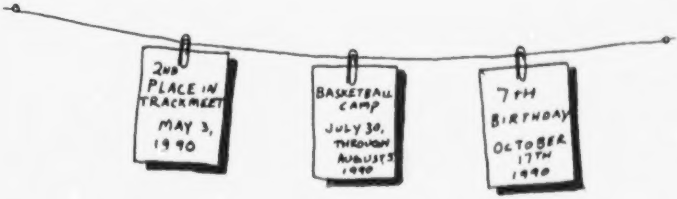
- Hold a small mirror in your hand and repeat: "Mirror, mirror in my hand, tell me why I'm the best grown-up in the land." State two reasons why you are a special person. Then give the mirror to your child and have him repeat: "Mirror, mirror in my hand, tell me why I'm the best child in the land." Allow your child to tell you why he is a special person.

What-I-Can-Do Books

- Give your child the materials needed to make a simple book—paper, scissors, glue, pencils, crayons. On each page tell him to write and/or draw one thing he does well. The sentences could begin with "I can...."

Time Line

- Help your child record important times in her life by making a time line. Write important events from her life on index cards and then hang them along a piece of heavy string with paper clips. Hang the time line in your child's room or some place in the house where she will be reminded regularly of the many times she was the central player in the family, starting with her birthday, of course.


2ND PLACE IN TRACKMEET MAY 3, 1990
BASKETBALL CAMP JULY 30, THROUGH AUGUST 5 1990
7TH BIRTHDAY OCTOBER 17TH 1990

Proud Chart

- Create a "proud chart" on which your child can tape items of which he is proud, like awards, artwork, papers from school, or statements about something he has done well. Add at least one new item each week.

A Story of Michael

Linda Trezak, a Chapter 1 director
in Hobart, Indiana, sent us this
story about Michael.

Michael was entering fourth grade the year that he became my friend. He qualified for help in the Chapter 1 reading program, but his classroom grades in all subjects were low. Michael was also a behavior problem. He was always fighting and using foul words. Needless to say, I wasn't looking forward to dealing with Michael for an entire school year.

The year began, and Michael, along with four other children who would be his group-mates, marched into my room. I sat down with them to lay out some ground rules. Chapter 1 rules are simply stated.

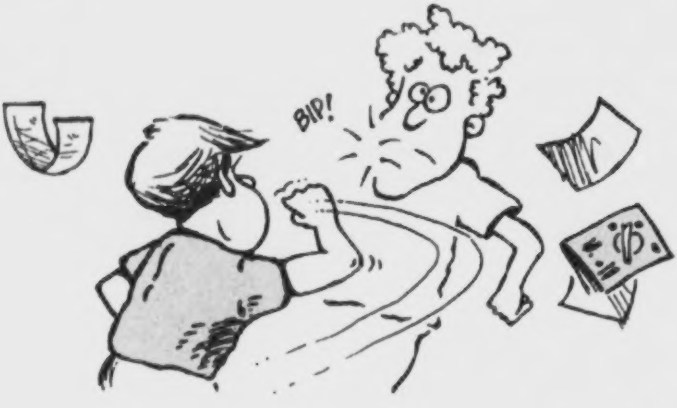
The Chapter 1 room will be a safe place. No one will be allowed to hurt himself or anyone else in any *way.*

Having trouble reading is okay, but not trying to improve your reading is not *okay.*

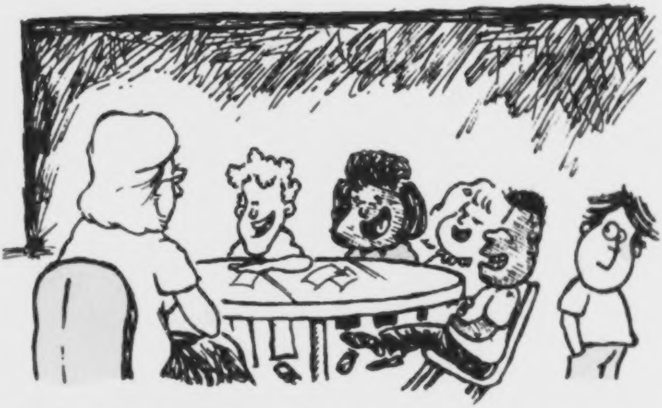
As I talked further about those rules, Michael sat quietly and listened closely. When my back was turned, he poked Rod with a pencil. I quietly asked Michael to stay after class.

After the others had gone, Michael and I talked again about the "safe place" rule. I pointed out that jabbing others with a pencil does not allow them to feel safe. "How can Rod concentrate on what we're doing," I asked, "if he knows he may get poked by a pencil at any moment?" Michael whole-heartedly agreed with me and assured me that it would never happen again.

On the way back to his classroom, Michael punched a kid in the hall. I could see that I had my work cut out for me.



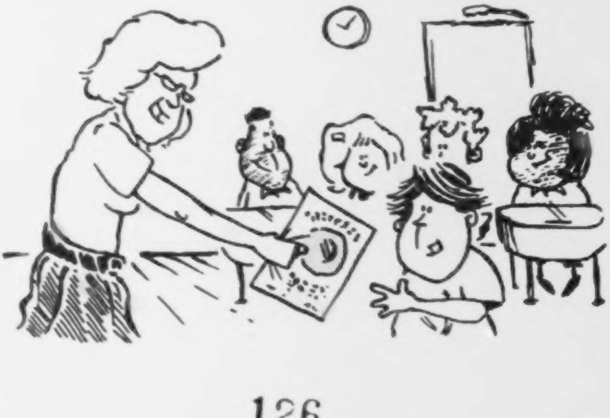
As the year continued, the children in Michael's group came to know that the Chapter 1 room was indeed a safe place. Reading, which because of their inabilities had been a task, became a joy because their lessons had been planned not only to reduce their weaknesses but to point out their strengths. We read stories and explored all the "whys" and "what-ifs" that were possible. We invented alternate endings to stories and made them into books of our own. With pride, we read and re-read those stories that we had written and illustrated all by ourselves. Together, we laughed over the silliness in some stories and cried at the sadness in others. We talked about things in our own lives that made us laugh and cry. We formed a circle of trust and friendship in which no one needed to be afraid to express his ideas because, we had learned, all ideas are worth something. Michael, who had placed himself at the outer edge of our circle, chose mostly to sit and listen. He did not feel safe enough yet to participate, but we continued to draw circles that "shut him in."



Little by little, ever so slowly, Michael began to open up his mind to let us see what was in it. He began to improve. We praised him for each new success. Notes were sent home to Mom and Dad telling them of those successes—the first positive notes they had ever received from school concerning Michael. By the end of the third grading period, Michael was making a B in reading in a fourth-grade-level book.

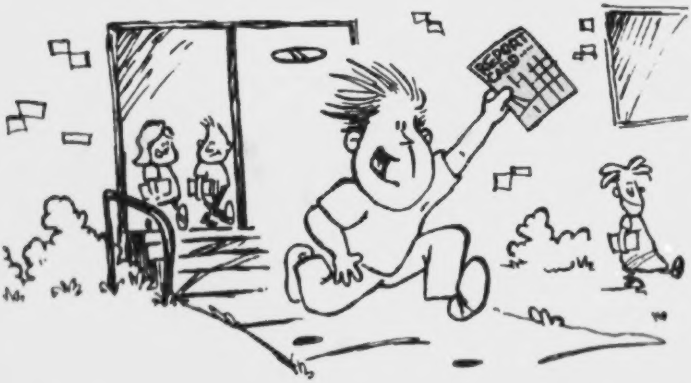
Michael's behavior had also improved. Sometimes he still got in trouble on the playground or on the bus, but in the classroom, he was a model student. As the school year drew to a close, Michael's classroom teacher presented him with the Most Improved Student award. On the last day of school, report cards were passed out. Michael's teacher told me what had happened.

Michael had anxiously ripped open his card. His eyes looked past the subject grades down to the Teacher's Comments section. "I really enjoyed having you as a student," she had written. "I really like you. You are a very bright boy." Michael lifted his head and shouted to his classmates, "Hey! Look! She likes me! It says so right here."



We both sat with tears in our eyes as she told me this story. The tears were partly of joy for Michael's success, but partly of sadness that this bright little boy had spent so many years thinking himself unworthy of being liked.

Michael walked out of fourth grade that year with a report card containing no grade lower than a C. He also walked out with something much more important. For the first time, Michael had gained a high self-esteem.



If you have helpful ideas to build self-esteem for you and your children, please send them to us and we'll try to share them with our readers.

Write to:
Editor, *Parents and Children Together*
ERIC/RCS
Smith Research Center, Suite 150
Bloomington, IN 47408-2698

Books for Parents and Children

On pages 22 to 28, you will find a list of books for parents and children. Some of these books suggest ways to help your child develop higher self-esteem.

The books are divided into different categories to aid your selection. Under **Books for Parents,** you will find books that are particularly helpful in improving your child's self-esteem.

Books to Read Together lists books that parents can read to their children. Those books and **Books for Children to Read by Themselves** have been divided according to age groups. The divisions are only general guidelines. A different list of books for parents and books for children appears every month. You should be able to find these books at your local public library or most bookstores.

At the beginning of this issue, we mentioned that Side B of this tape contains three stories that are designed to be read-along stories. You may read the story yourself while your child follows along, or you both may read while you listen to the tape recording. Use the tape recording as a model. You may want to take some time to look ahead at these stories before you read with your child.

Then turn on a tape recorder so that your child can listen and read along. But keep in mind that it is important to talk about the story ahead of time.

Before reading the story, talk about the title or the things that might happen in the story. Then—after the story is finished—talk about it again. By the way, if in the middle of the story something funny or exciting happens, it's O.K. for your child to ask questions or for you to stop and discuss the event by asking him questions, like "In what kind of tree would you like to build a house?" or "What do you think will happen if the wizard gets his power back?" or "Let's try to figure out the riddle before they do." These discussions help make reading come alive and create an interaction between you and your child.

When you and your child are ready, press fast forward. Then turn the tape to Side B and listen to the stories as you read along together or as you read the stories aloud while your child reads along in the booklet.

Books for Parents

Your Child's Self-Esteem, by Dorothy Corkille Briggs. Presents techniques to develop feelings of self-worth in children. Offers ideas on self-esteem, discipline, mental growth, and negative feelings.

You and Your Child's Self-Esteem, by James M. Harris. Provides advice to assist parents in helping their children establish positive own self-images. The relationship of self-esteem to handicaps, divorce, and discipline are some of the topics discussed.

Self-Esteem: A Family Affair, by Jean Illsley Clarke. Gives examples of different types of families, along with suggestions to help the adults in each family unit build their self-esteem and their children's. Provides worksheets, family exercises, and parenting tips.

Raising Children's Self Esteem, by Reynold Bean and Harris Clemes. Relates children's behavior to their self-esteem. Guides parents in helping their children with self-confidence, talents, skills, values, and relationships. This handbook is available for $3 from APOD Publications, 1427 41st Avenue, Capitola, CA 95010.

Books to Read Together

Ages 4-6

The Me I See, by Barbara Shook Hazen. Looking at his own physical features can help a child understand his uniqueness. Rhymed verses and pictures present and explain the different parts of a child's body.

Saturday I Ran Away, by Susan Pearson. Emily is the littlest in her family, and she is tired of it. So, she decides to run away. While she is getting ready to leave, she discovers that the other people in her family would like to run away too. After she arrives at her destination, one by one, the rest of her family comes too!

Someday, Said Mitchell, by Barbara Williams. Mitchell daydreams about all of the wonderful things he can give to his mother when he is "big"—things like a mansion, a red car, servants, and even a mountain. Mitchell's mother shows him how he can do lots of things for her now, while he is young.

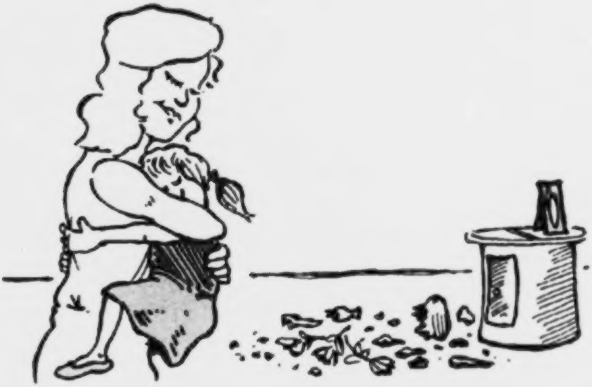
To: Mom
From: Mitchell

Ages 6-8

The Wednesday Surprise, by Eve Bunting. Anna and her grandmother have a surprise for Anna's father. They are creating a birthday present for him. Even though Anna is only seven, she is teaching her grandmother to read! They spring the surprise on the family at the birthday party.

Annabelle Swift, Kindergartner, by Amy Schwartz. Annabelle goes to her first day of kindergarten feeling very confident because her older sister has given her some tips on what to do. The advice isn't very good, but Annabelle's self-confidence makes her day a success.

Even If I Did Something Awful, by Barbara Shook Hazen. A little girl breaks her mother's favorite vase. Her mother shows her that no matter how mad she gets or how awful something might seem to be, she will always love her daughter.



Tiffky Doofky, by William Steig. Tiffky Doofky enjoys his job as a trash collector, and his work is always done well. Because he is so modest and hard working, the beautiful Estrella falls in love with him.

Helga's Dowry, by Tomie de Paola. Helga is so poor that her love, Lars, will not marry her. So she works very hard and becomes wealthy. Then Lars wants to marry her for her money. It is too late though; the king has already asked Helga to marry him, not for the money, but because he loves her.

Boy, Was I Mad!, by Kathryn Hitte. The boy in this story is so mad he decides to run away from home. On his way he gets a ride in a wagon, pets a few dogs, and plays in the park. After doing different things he enjoys, he finds out he is no longer mad and returns home. He is glad he went back home, and so is his mother.

Books for Children to Read by Themselves

Ages 4-6

Sunshine, by Jan Ormerod. The sun wakes up a young girl, who then wakes up her daddy. She gets herself prepared for the day, and is the only one who is ready on time.

The Important Visitor, by Helen Oxenbury. A child tries very hard to stay busy while her mother's boss is over for a meeting. The little girl keeps out of trouble, but her cat does not.

I See, by Rachel Isadora. Pictures of the things in a young child's life are shown with easy sentences describing each page. Familiar objects and pictures are used for this short book.

Isadora, by Jody Silver. A lovely donkey named Isadora buys a red boa for herself. She likes the boa, but she will not wear it because she is afraid of what the other animals will think. One day she gathers enough self-confidence to wear the boa, and it makes her feel good about being herself.

Ira Sleeps Over, by Bernard Waber. Reggie invites Ira to stay overnight with him. Ira worries that Reggie will make fun of him if he brings his teddy bear. At bedtime, Ira is surprised to find out that Reggie sleeps with a teddy, too, and returns home to get his.

All in Free but Janey, by Elizabeth Johnson. Janey isn't very good at playing hide-and-seek because she daydreams. She is good at looking up into the clouds to find castles, and into the dark to find gnomes and brownies.

Ages 8-10

Pamela Camel, by Bill Peet. Pamela isn't being treated very well at the circus. She is small and clumsy, and the people at the circus thinks she is dumb. After she stops a train from crashing, she becomes famous, and the circus trainers realize how smart she is.

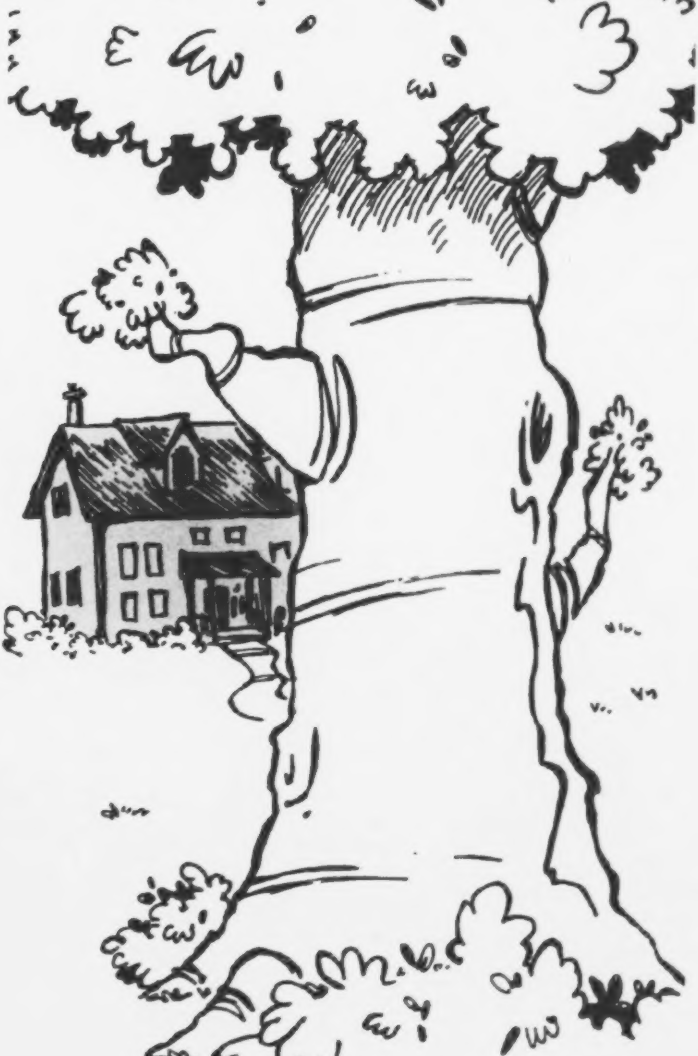
Herbert Hated Being Small, by Karla Kuskin. Are you too short? Herbert thinks he is, until he meets Philomel. She thinks she is too tall. After they become friends, they both decide that being short or tall depends upon how you look at things.

Brave Irene, by William Steig. Irene must take the dress her mother made for the duchess to the palace. No matter how hard the wind blows, she keeps trying. Irene makes it just in time!

Also ask the librarian for the following magazines for children:

Owl
Creative Kids
Duck Tales Magazine
Hot Dog

Read-along Stories



30

A House in a Tree for Me

by Kristy Dawn Koeberl
(Age 12, Jackson, Missouri)

Things to Do *before* Reading the Story

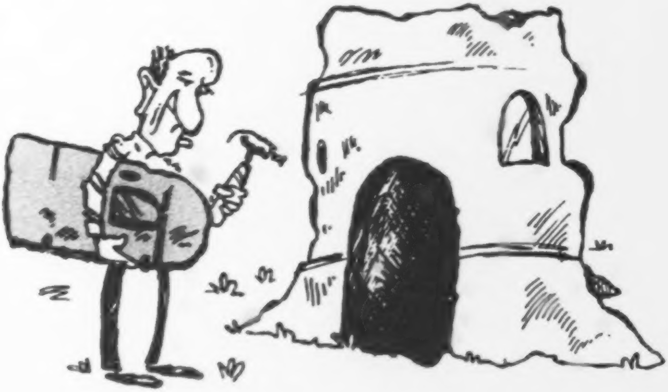
Take time to talk about a tree house you remember from your childhood. If you could build a tree house, what would you like to have in it? Together, talk about how you would build a tree house.

All grandpas are special, and mine is no exception. He likes to play with me, and he makes things for me, too. Once he even made me a tree house—not your average tree house, but a *real* tree house. By a real tree house, I mean a house inside a tree.

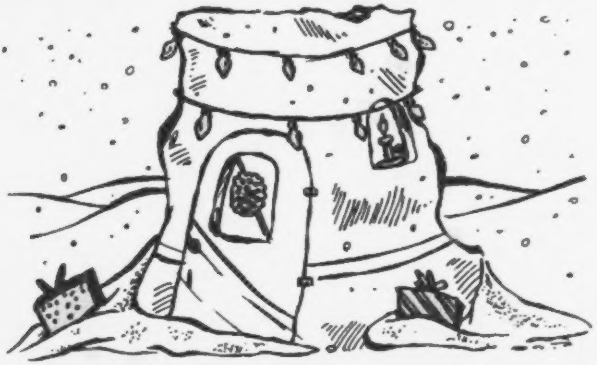
It takes a very special tree to make a real tree house. My grandpa had one growing in his side yard. This tree was the biggest tree I had ever seen. It was a sycamore tree. A man told Grandpa that many, many years ago when the tree was small, people use to play tennis under it. When my mother was small, her family used to sit under it on summer evenings because a cool breeze was always blowing there.

Now the tree was old and dying. It no longer had pretty green leaves in the summer. My grandma and grandpa were afraid that when a storm came, the tree might fall on their house. So they decided to cut it down. Grandpa hired some men to do the job. When the men started to cut it down, they found bees. One man got stung many times. Then my grandpa hired a man who kept bees to come and get them. They found much honey, and it was very good.

When the bees were gone, the workmen came back. They took off the branches and found that the base of the tree was hollow. My grandpa decided to save the large base of the tree. With a twinkle in his eye and a plan in his head, he started to make the tree into a house. The first thing he did was to cut out the door and the windows. Then he put plate glass in the windows and hinges on the door. Next he put a floor in the tree house. In the floor was a trap door to go down into the basement. No one ever went to the basement because it was wet, and it didn't have stairs or a ladder.



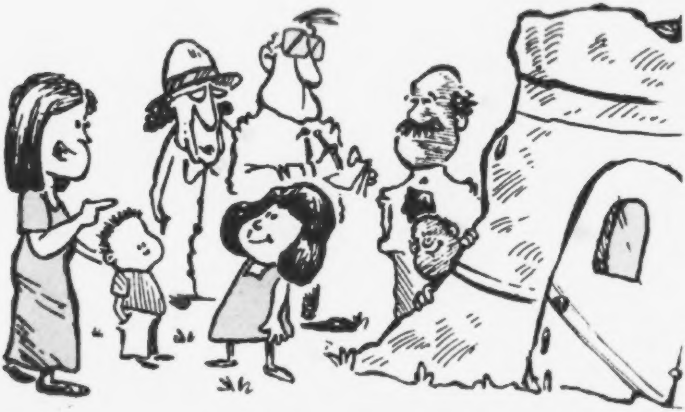
When my grandpa had time, he put a ceiling on the first floor and that made an upstairs. He made a ladder to go up to the top floor and a trap door with a rope hanging down from it. When you pulled on the rope, the trap door would come open, and you could go to the second floor. There he made another window and put on the roof. The shingles were actually thin slices of some of the top tree branches. Next Grandpa added a pipe that looked exactly like a stovepipe chimney. Finally he wired the house with electricity to all the floors.



A house isn't a home without furniture, so this was Grandpa's next project. He made a table and two chairs to go on the first floor. When Christmas came, he put decorations and lights on the outside. I got to help decorate a little Christmas tree to go on the table inside.

The news of Grandpa's project began to spread throughout the county. Many newspapers came for stories and pictures. The local television station came twice for an interview. The first time they talked with my grandpa, and the second time they talked with me. They asked me many questions.

I told them the tree house was special because my grandpa made it just for me. I had great fun in that tree house. When I went to visit my grandparents, I liked to pretend it was the house where I lived. The top floor was my bedroom, and the middle floor was the kitchen.



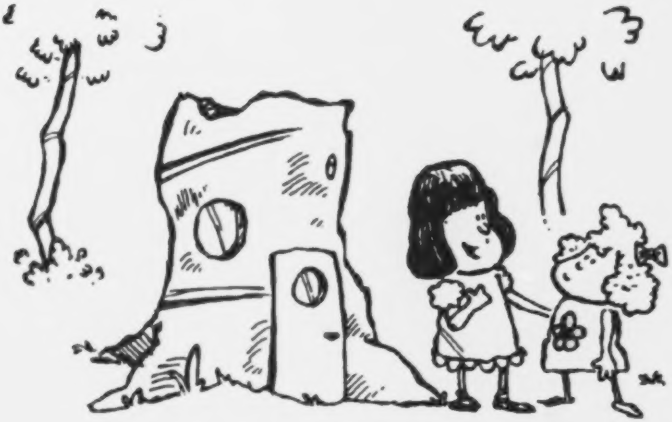
Soon lots of people came. They were all ages. Some were friends, and some were strangers. Everyone wanted to enjoy the *real* tree house. After several years the fun came to an end. The wood started to decay. My grandpa tried very hard to preserve it, but the treatment did no good. It was a sad day when the tree house had to be torn down. But I will always have memories of my grandpa and his special gift— a real house in a tree for me.

Ever since my tree house had to be removed, there has been an emptiness inside me whenever my little sister, Kara, and I go to visit our grandpa and grandma. Kara can only hear me share memories and see pictures of that wonderful creation.

Well, my grandpa was doing more work around the yard. You guessed it! He found another old tree. It was also a sycamore tree, and it was hollow, too. So my grandpa immediately decided to make it into a tree house for Kara and me. It is not as big as the first one. It does not have a basement or an upstairs. The house has a brick floor and the little table and chairs from my first tree house. Maybe I am growing older, but this second tree house does not seem as nice. Kara, however, thinks it is wonderful. I tend to daydream a lot while Kara plays. Now it is a *real* house in a tree for Kara and me.

Things to Do *after* Reading the Story

Kara thought her grandpa was really wonderful. Do you have a special grandparent? Write a letter to your grandparents and tell them why they are so special.



The Dragon, the Unicorn, and the Caterpillar

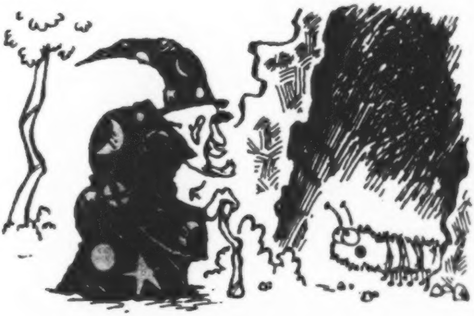
by Vivian Vande Velde

Things to Do *before* Reading the Story

Together, talk about what you think dragons, unicorns, and caterpillars look like. Then draw a picture of one of them. Do any of these creatures still exist?

Once upon a time a certain wizard realized he had run out of magic. He had used too many spells that day.

Everything would be fine again in the morning, but meanwhile he had to find a nice dry place to spend the night.



He went to a nearby cave opening and called, "Halloo! Anybody home?"

"If you please, sir," a tiny voice whispered, "there's only me—a furry little caterpillar."

The wizard didn't especially like caterpillars, but he said, "It's getting dark and beginning to drizzle. May I spend the night in your cave?"

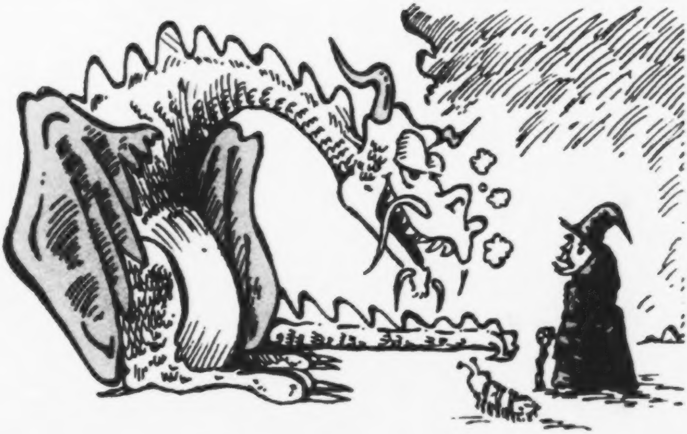
"Oh, certainly," said the caterpillar. The wizard sat in the corner farthest away from him.

"If you please, sir," the caterpillar called after a while, "if you're hungry, I could share my dinner—a nice fresh mulberry leaf and a crispy twig."

"No, thanks," said the wizard. "I'll just go to sleep now."

"Yes, sir. Thank you very much, sir," the caterpillar said, but the wizard was already asleep.

Soon he was awakened by a loud roar and a burst of flame.



"Hey!" yelled the wizard.

"Eeek!" cried the caterpillar.

"Oh," said a large dragon who had entered the cave, "I didn't realize anybody was here." He settled down with his chin on his paws, and the wizard had to move over to avoid the dragon's tail. "I just needed to get in from the rain."

"Sir? Excuse me, sir?" the caterpillar called. "Would you like to share my dinner?"

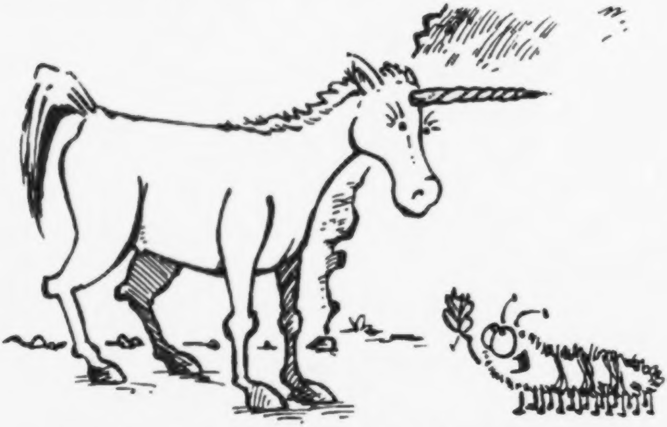
The dragon wasn't really hungry, but he asked, "Do you have a nice thick steak back there?"

"No, but I have a mulberry leaf and a twig."

"Don't bother me with leaves and twigs," the dragon snapped.

"No, sir. Pardon me, sir," the caterpillar said. The wizard drifted back to sleep until someone at the cave entrance yelled in, "Yoo-hoo! Anyone live here?"

"Yes," the furry little caterpillar answered. "If you please, sir, I do."



A unicorn entered the cave, then stopped, startled by the dragon. "Oh," he said, "you have such a tiny voice."

"Don't be ridiculous," the dragon replied. "That was just the furry little caterpillar who lives here. There's some man here, too."

"Do they have anything to eat?"

"Excuse me. It's just me again," said the caterpillar. "Yes, I have a bit of leaf and a twig left, sir."

"No thanks. I eat only nectar and water lilies."

The wizard was about to fall asleep again when the unicorn said, "Such a nasty night! I was afraid of getting caught in the rain and soiling my beautiful white coat."

"It's very pretty," the caterpillar agreed politely.

"Humph!" said the dragon. "Scales are much better."

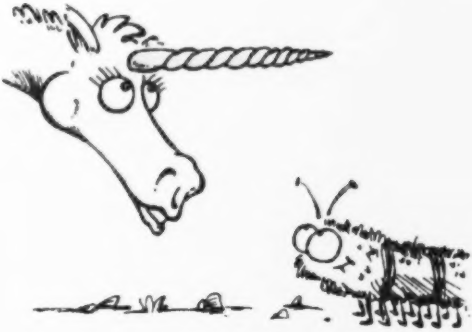
"Scales? Scales?"the unicorn repeated.

"Certainly. You should see my scales shine in the sun. They sparkle."

The wizard's head grew heavy, and he started to nod.

"A horn!" the unicorn cried, waking everyone up with a start. "You don't have a horn! Look how pretty. You, caterpillar, isn't this a lovely horn?"

"Yes, sir. Very nice, sir."



"Oh, what does a caterpillar know?" the dragon said. "If you want to talk about perfect shape—take a look at these fine wings." He lifted them and almost bumped into the wizard, who crawled closer to the caterpillar to get out of the way.

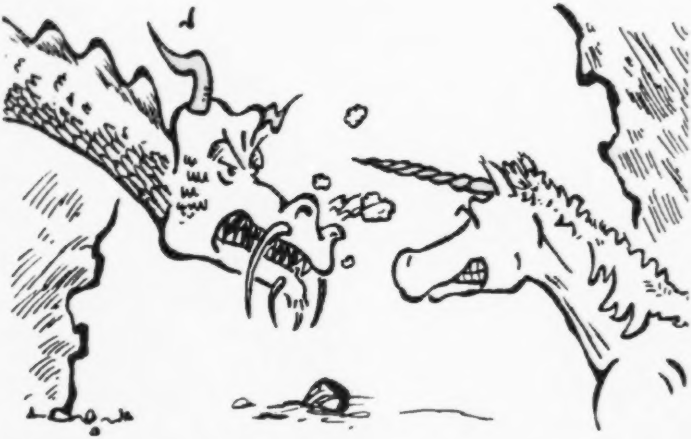
The dragon made a sound like a cat's purr. "Oh, but I forgot, unicorn. You don't have any wings."

The unicorn sniffed and turned his back on all of them.

The wizard dozed off until the unicorn said, "Everyone loves unicorns. People try to catch us all the time because we're so pretty."

"Big deal," the dragon answered. "People run away from dragons because we're so fierce." He growled, sending a tongue of flame into the dawn.

"Aargh!" the wizard screamed. "Would you two please be quiet? You vain, noisy, inconsiderate...." He had to stop because he couldn't think of an insult good enough for them.



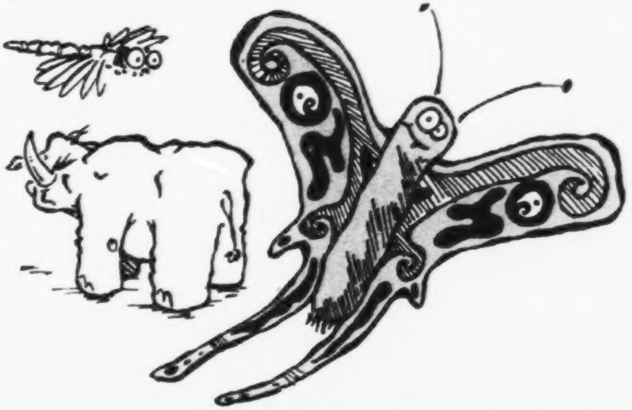
The unicorn lowered his head, ready to charge, and the dragon, his eye glowing angrily, got to his feet.

But at the same time, the sun finally peeked over the edge of the world, and the wizard felt his magic power return.

He pointed at the dragon and said a secret word.

The dragon shrank and shrank and shrank until he was nothing more than the creature that has come to be called a dragonfly. His sparkling wings flapped hurriedly, taking him away from the cave.

The wizard pointed at the unicorn and said another secret word.



The unicorn started to spread out. His sleek body became lumpy, and his golden horn a short, fat thing on the nose of the world's first rhinoceros. With an embarrassed grunt, he left the cave as quickly as his stumpy legs would take him.

The wizard turned to the caterpillar and pointed a finger.

"Eeek! I didn't do anything!" the caterpillar cried, covering his eyes with his front feet. But by then the wizard had already said a third secret word.

The caterpillar blinked, because somehow, unexplainably, the world was blue. He lowered his legs and saw that they had changed to bright blue wings.

"What am I?" he cried, joyfully leaping into the air and fluttering into the warm sunlight.

"A butterfly," the wizard's voice answered. But it was only his voice that remained, for by then the wizard had gone.

Things to Do *after* Reading the Story

If you could change into any animal at all, which one would you choose? Why? Draw a picture of yourself as that animal.

Murphy's Riddles

by Lou Hamilton

Things to Do *before* Reading the Story

Together, think of some riddles you can ask other members of your family or friends.

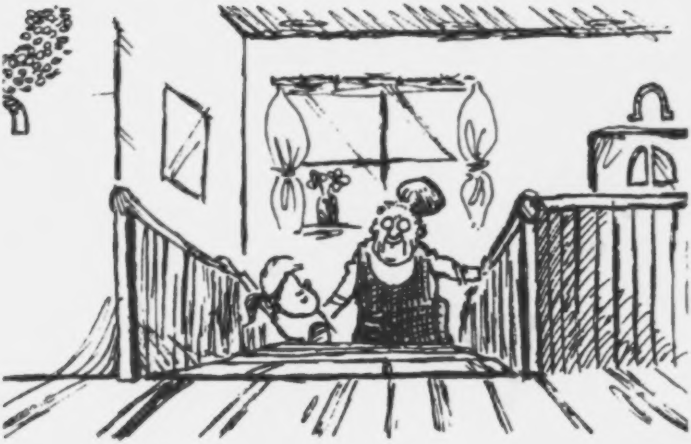
"Honey, you look so bored," said Granny. "I'm sorry it has rained the whole time you've been with Gramps and me here in the country. I guess you are used to watching television and such. What can we do? Let me think for a minute."

"It's okay, Granny, really," said Laura Lee, trying not to sigh.

"Wilburn," Granny called to Gramps, who was a little hard-of-hearing, "Can you think of anything in this house this child can do to entertain herself?"

"Let's see," Gramps replied, giving some thought to it. "How about Uncle Cedric's stuff upstairs? Ronnie Bob used to love to play with that junk."

"That'll do nicely!" Granny agreed. "Come along with me, honey-child," she said to Laura Lee. The old woman and the young girl went upstairs together.



"Now, let's see . . . . Yep, here it is. I never did understand why a body has to keep magic things in a trunk, but Uncle Cedric said it was the only way." Granny raised the lid, and a smell of old mustiness tickled their noses. "Cedric did love his magic tricks, and especially his rabbit. Most magicians use white rabbits, but not Uncle Cedric, no siree.

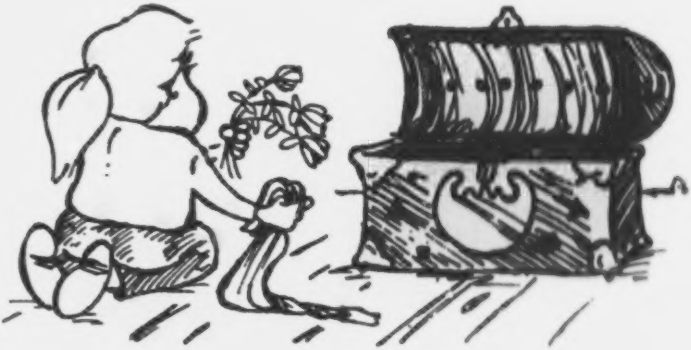
His rabbit—Murphy was its name—had to be black. We used to tease Cedric about doing *black magic!* It sure was a sad day when Murphy disappeared. Uncle Cedric really loved that rabbit."

"What happened to Murphy, Granny?" asked Laura Lee.

"Well, honey, as I remember, Uncle Cedric was doing one of those disappearing acts with Murphy. He made him disappear, but then he couldn't get him to undisappear. Poor man!"

"Poor Murphy!" Laura Lee thought about not being able to undisappear.

Granny headed back down the stairs. "Oh well, you have a good time up here. I'll be over checking on Miss Palmer across the way, and Gramps is downstairs. He is probably taking his afternoon nap by now."

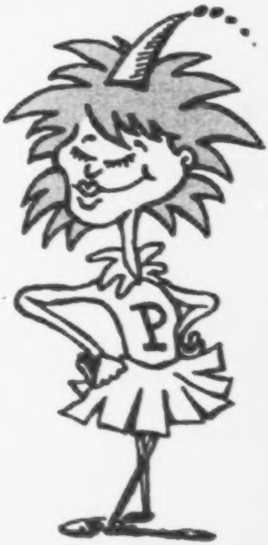


Laura Lee began to rummage in the trunk. She found lots of things to play with—a tall hat, silk flowers, playing cards, shiny handcuffs, grey gloves, multicolored scarves, and a magician's black cape. When she had emptied the trunk, Laura Lee decided to see if she could fit inside. She sat down and could almost stretch out, but before she knew what was happening, the lid on its own fell shut, and the bottom of the trunk disappeared.

Laura Lee found herself somewhere else; in the darkness, not in the darkness; in a tunnel, under the open sky at night; and finally, in a fog of blue light.

"Where am I?" Laura Lee asked herself out loud.

"Don't be silly," said a mischievous pixie. "You are where you always are; you are you, where you are. Don't ask where you are, but who you are. That is to say, you are always who you are, too—but, then, you are not two, are you? You are one, and two is a number. As for me, I, too, am one, and called Starlight by some, not to say that is my name, of course. But that is what they call me, and usually I answer when they do. How do you do?"



"How do I do what?" Laura Lee answered quickly.

"Whatever you are here to do, I suppose."

"What *am* I here to do?" asked Laura Lee.

"You came from Master Cedric's magic trunk, so I suppose you are here to rescue Murphy. Well, that is possible, I dare say, but we do not turn black rabbits loose without a riddle or two."

"I just want to go back to Gramp's and Granny's house!" Laura Lee had never been good at riddles, and now she began to be a little afraid.

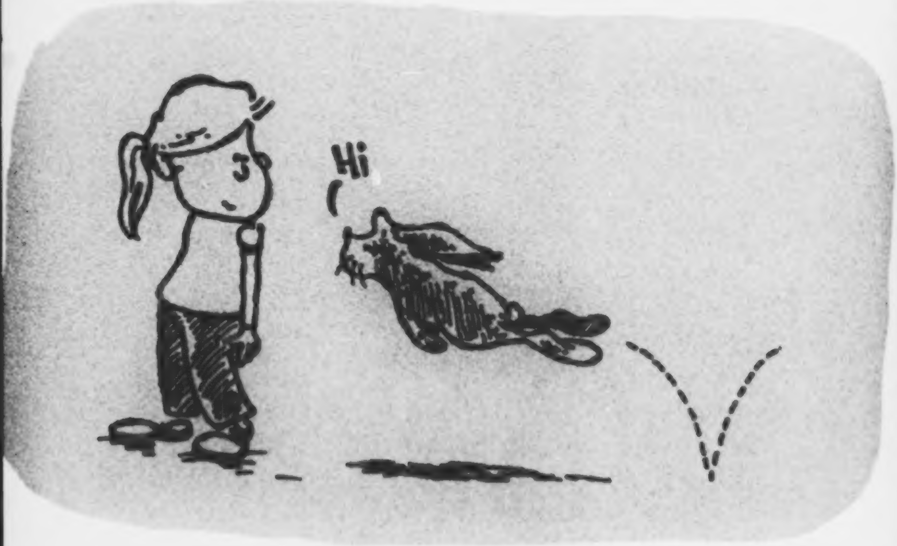
"Not good at riddles, eh?" The pixie seemed to have read her mind. "Neither was the rabbit; that is why he is still here. You may return to the trunk, but only if you answer three riddles. Otherwise, neither you nor the rabbit may return until someone else comes to rescue you. It is such a fun game, don't you think?"

"No, I don't think any of this is fun, and I don't think it's fair, either! Coming here was not *my* idea!" Laura Lee was truly afraid, now, and angry.

"Don't upset yourself!" shrilled the pixie. "I will bring Murphy here to help you with the riddles."

"Thanks a lot. You've already said that the rabbit's no good at riddles either."

The pixie's voice was present again as soon as it had vanished, and through the blue twilight a small black lop-eared furry shape came hopping toward Laura Lee.



"Answer the first riddle first," commanded the pixie. "What comes from the deep and releases gas?"

Laura Lee thought for a long time. She tried to remember some of her science lessons from school. She thought about a volcano—like the ones in Hawaii. She thought about an oil well—like the ones they have in Texas called "gushers."

While Laura Lee was straining her brain, Murphy, the black rabbit, was nibbling pink clover blossoms nearby. Just as Laura Lee opened her mouth and was about to answer the riddle by saying "a whale spouting," Murphy, who had been eating nervously and too fast, burped.

"Thanks a lot, Murphy!" Laura Lee complained. "I'm trying to get us out of here, and all you can do is *burp!*"

"Burp! That's it! Burp!" shouted Starlight. "How ever did you solve it? Most people say volcanoes, some people say oil wells, a few have said spouting whales! But you have got it right—it's a burp!"

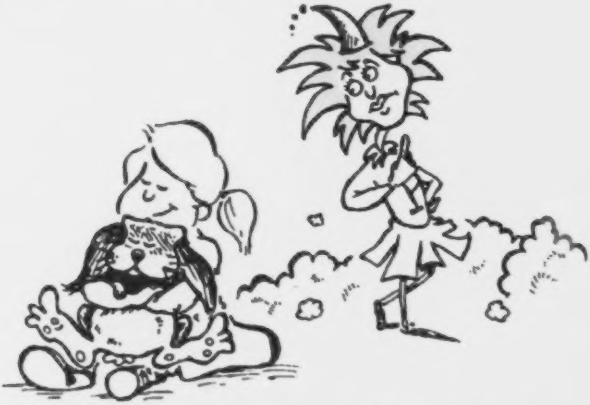
Laura Lee was so happy that she hugged Murphy.

"Now," the pixie's voice swirled around the rabbit and the girl like the fog, "Answer riddle number two—and it is much harder! What is liquid and comes down like rain?"

Laura Lee thought very hard. She thought that the easy answer would be rain, but the pixie had already said that the answer was *like* rain, so the answer couldn't *be* rain. She began to think about her science classes again: Snow or sleet, maybe, was sort of liquid, and it did come down.

"Does dew rise or fall?" Laura Lee asked herself.

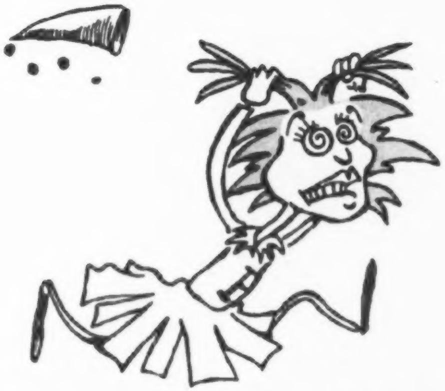
Laura Lee pulled Murphy up onto her lap and hugged him again. She was thinking about Granny and Gramps, about her home, and about her mom and dad. She would probably never see any of them ever again! Laura Lee's tears trickled down and dropped on Murphy's shiny black fur.



Feeling the wet on his coat, Murphy looked up and said: "Hey, don't cry! You're getting me wet, and it only makes your eyes swell and look red!"

Laura Lee held the rabbit by the loose skin on his back. Who was this rabbit telling her not to cry, anyway! She gave Murphy a bit of a shake and blubbered at him: "There's nothing wrong with a few *tears!*"

"Screeeech!" went the pixie: "How can it *be?* Everyone else answers snow, not tears. Some say sleet, and some have even said dew; but nobody has ever said tears before!" Starlight was mumbling to herself and running around in a blue haze: "How did she do it? How *did* she do it?"



Before she knew what was happening, Laura Lee sensed herself whirling up through the cloud of blue; and because the black rabbit had been sitting on her lap, Murphy was going along for the ride, too.

"What about the third riddle?" Laura Lee called down to Starlight.

"You don't think I would tell *you* my third riddle, do you?" The voice of the pixie trailed away and was lost in the blue light that now, for Laura Lee, had turned into the familiar darkness inside Uncle Cedric's musty old trunk. Laura Lee lifted the lid, and out hopped Murphy.

"Honey, I'm home." It was Granny's voice, not a pixie's, coming up the stairs. "Are you still up there playing?"

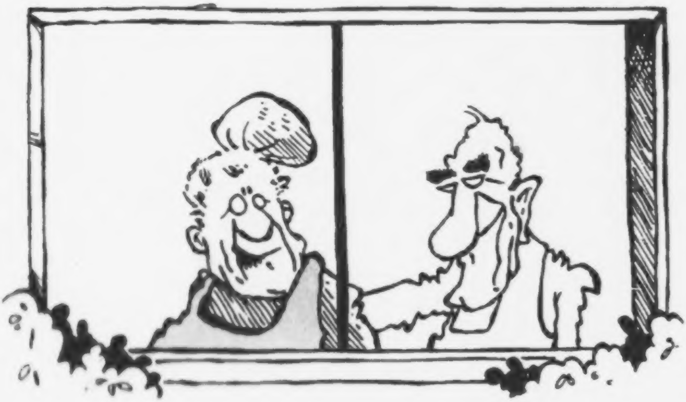
"I'm back, Granny. I'm here!" Laura Lee hollered down the stairs as she ran into Granny's kitchen.

"Your grandpa said you were as quiet as a mouse, but then he doesn't hear much when he's awake, and nothing at all when he's asleep."

Granny glanced out the window: "I do declare! Look out there in the grass. It's a black rabbit. I'll be switched, but it looks just like Cedric's!"

Laura Lee skipped out the kitchen door: "May I keep him, Granny?"

"Why sure you may, honey-child, if you can catch it." Then Granny called to Gramps: "Wilburn, come look at this. That black rabbit has hopped right into Laura Lee's lap!"



Things to Do *after* Reading the Story

Together, write a different ending for the story. For example, what would have happened if Laura Lee had not answered the riddles correctly?

We hope you have had fun with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten ($1.75, includes postage).

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their child's writing at home. Offers writing and reading activities ($1.75, includes postage).

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their child's literacy. Provides activities for talking, reading, writing, and listening ($1.75, includes postage).

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents to help them encourage their child to read. Offers several practical activities for parents ($1.75, includes postage).

Creating Readers and Writers, by Susan Mandel Glazer. Suggests that parents: 1) encourage the use of language; 2) build positive attitudes toward reading, writing, and speaking; and 3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups ($1.75, includes postage).

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenager to read more. Shows how reading can serve adolescents' needs, and presents future needs that reading can fulfill ($1.75, includes postage).

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Ideas are presented to help parents use resources from around the home to promote literacy. The activities are educationally sound and fun for the parent and child to do together ($4, plus $2 for postage).

Subscription Rates:

The cost for a journal and matching audio tape each month is **$6**, or **$60** for a one-year subscription. Quantity discounts are available. The price for libraries is **$75** a year, **$150** for two years, and **$225** for three years. The journal is also available without the audio cassette for **$4** per issue, or **$40** for a one-year subscription.

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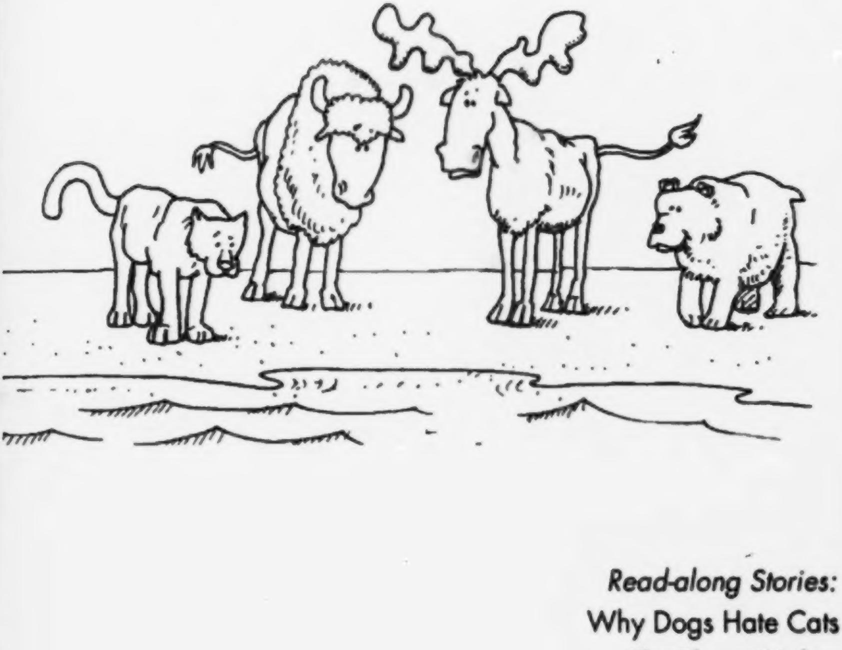
Parents and Children Together

Linking Reading and Writing



Read-along Stories:
Why Dogs Hate Cats
The Three Wishes
How Animals Got Fire

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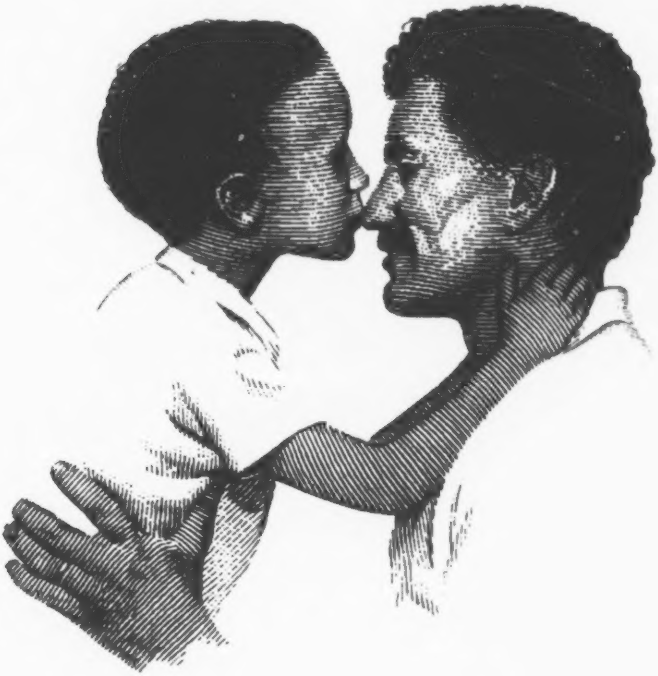
This booklet has a companion tape on "Linking Reading and Writing." Occasionally there are directions on the tape that do not appear in your booklet or headings in the booklet that aren't spoken on the tape.



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Getting Started

Welcome to this month's issue of *Parents and Children Together*. This issue focuses on reading and writing together. The idea of linking reading and writing is a new development in your child's education. We think you will be interested in learning how this new idea can help your child.

Besides explaining how to use reading and writing, we also answer questions about how you can work with your child and give you activities that you can do together.

On Side B of the tape and in the second half of the booklet, we have three read-along stories. We encourage you to listen to these stories and to read them with your children so that you can share in the excitement of story reading. Of course, your child can listen to the stories alone, if you wish.

Greetings from Your Friends at the Family Literacy Center

Dear Mom or Dad,

Greetings from your friends at the Family Literacy Center. Our work at the Family Literacy Center is to help parents and children work together on your child's education. Each issue of *Parents and Children Together* gives you information about how your child learns and presents stories that the two of you can read together.

You certainly love your child, just as we love ours. We both want our kids to succeed. Helping them read and write better is one way to give them a big boost in school and in life. We can offer you some ideas about how to help your child learn and succeed in school. That's what this issue on linking reading and writing is all about.

To succeed today, you need a good education to get a good job. But as we both know, our kids are not worried about getting a job, at least not right now. They are busy laughing, playing, and having fun with their friends.

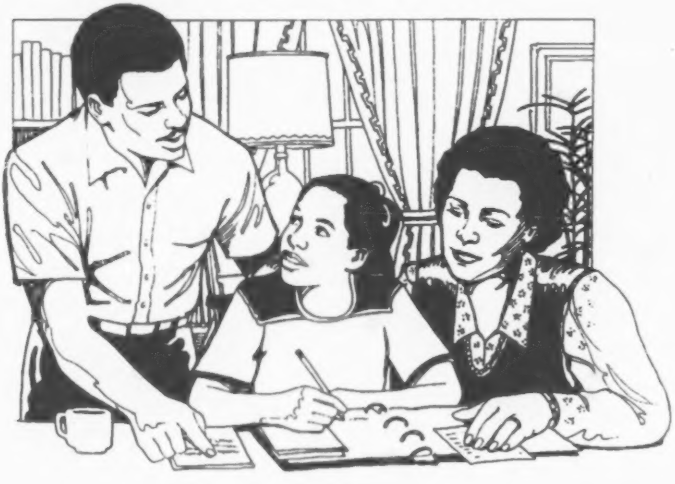
So that raises the question—what can you do to keep them on track in school? Here are just a few tips to get your children to read more. First of all, help your children by showing them that reading and writing are important to you. Remember, you are your child's first and most important teacher.

You can start by holding your baby on your lap while reading a book or the newspaper. This way your child will sense that reading is something important to Mom or Dad. Put a crayon in your child's hand as soon as he can hold one and allow him to scribble on some paper. Encourage your children to enjoy their play and to talk about their scribbling if they wish. Those little conversations will help establish the idea that people write in order to communicate.

Talking with your children is important to the development of reading and writing. Find out what things tickle their minds. Take your children to the library and check out books and magazines for them.

Read aloud to your children, even if what you're reading is way above what they may be able to understand. Take the time to read and to write with your children because then it becomes something that is important and shows them reading and writing is valuable and fun.

Some people think of reading and writing as separate acts. But when we write a grocery list or apply for a driver's license or fill out a job application, we read and write at the same time. As soon as we write something, we read it to see if it makes sense, and to think about what to write next. We go back and forth between reading and writing. This means that we are both writers and readers at the same time.



Reading and writing are two of the main ways that we find things out, ways we get what we want in the world, and ways that we make our mark in life.

Good reading and fine writing are the two best tools you can put in your child's hands for learning and for living. As moms and dads, we all want our children to share in the fun of succeeding in school and of succeeding in life.

We hope you have fun reading and writing with your child! And, of course, have fun with the rest of this book.

Questions from Parents

Everyone has questions and therefore needs answers about the academic growth of their children. Here are some questions about reading and writing that parents often ask.

How can I make reading and writing an important part of my child's life?

If you want reading and writing to be important in your child's life then you must make it important in your own life. Your child needs to see that you value reading for yourself. Reading and writing together—that is, reading something and making notes or writing something and re-reading it or reading something aloud to see if it says what you want—will cause your child to value reading and writing more than anything a teacher can do in school.

What does writing have to do with reading?

When we write, we read what we write. Maybe it is even more basic than that. Reading and writing both use the same written symbols, and both are part of communicating a message. We make sure what we write says what we meant.

We cannot write without reading or, if you wish, without re-reading, because we are always re-reading before we go ahead. When we write a grocery list, a letter to a friend or relative, or a job application, we read it over and over again. If we are writing a summary of something on our job or writing something to a friend, we often read first in order to have correct information that will enable us to communicate.

Here's a situation that parents often face. While their child is reading aloud she doesn't know a word. Should the parent tell her the word?

The direct answer is "Why not?" But let's think about it a bit more. If you say the unknown word, your child becomes dependent on you. You want your child to be an independent reader. Ask your child to skip or even guess at the word and continue to read. After skipping or guessing the word a few times, your child may be able to read it. She may have enough information from the rest of the story to figure out the word. If your child doesn't figure it out by the end of the story, of course, tell her what it is. If your child does figure it out, ask, "How did you do it?" Help your child *think about* how she learns. This teaches your child to use context to understand an unknown word.

My child asks me to spell a word while he is writing. Should I do it?

First of all, remember that spelling is not the primary emphasis in our discussion about reading and writing. At this point, we are emphasizing communication. We want to communicate with someone else when we write. We want to make sure the author communicates with us when we read. So being absolutely accurate is not the highest priority. That doesn't mean that spelling isn't important, because it is. But the parent's role is first to encourage written communication.

Here are a couple of hints on how to handle a situation when your child asks how to spell a word. Have your child circle the word he can't spell and then come back to it later. The important thing is to keep your child writing. Tell your child, "Get all your thoughts and ideas on paper and we can talk about spelling when you have finished writing." When your child has finished writing, then you can ask how he *thinks* the word should be spelled.

Ask your child if he remembers any rules for spelling words that sound like this one or have a similar structure. The most important thing is first to get your child to think about the spelling and to come up with an independent answer. You can always come up with a correction if it's needed.

If you have questions you want answered, please write us and we will try to answer them for you. You may find your question in another issue of *Parents and Children Together*.

Write to:

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2805 E. 10th Street, Suite 150
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Reading and Writing Activities for Parents and Children

We are all looking for activities for children at various times in their lives and various times during the day. Here are some activities that are fun to do with your child. They also help your child's reading and writing skills, but most of all they are just fun.

Blocks and Letters

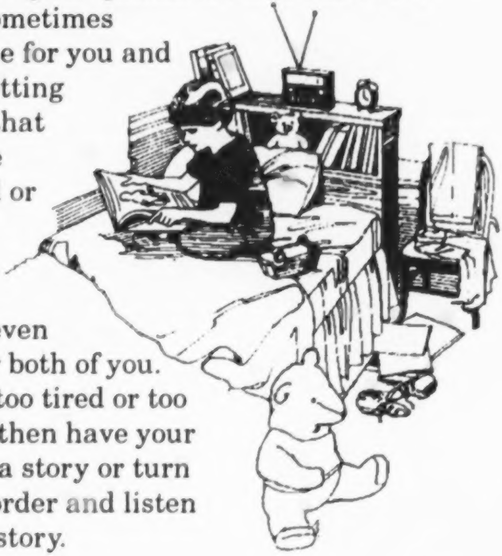
First of all, let's think about activities around the home. You have worked all day, you are fixing supper, the phone is ringing, and your child wants all your attention. What can you do?

Get a set of low-priced magnetic, plastic letters; the kind that stick to the refrigerator. Place them low enough for your child to reach easily.

When you're busy in the kitchen, your child can play with these letters. Ask your child to spell his name or to spell out words that might be interesting. If you have a young child who puts a random set of letters before you, you can spell out the letters and then pronounce what you see. You may also want to ask your child, "What word were you trying to spell?" This will give you something to talk about together, even when you're busy cooking or cleaning.

Listening at Bedtime

Bedtime—ah, that's a favorite time for parents and children to get together. Bedtime can be a special—or sometimes difficult—time for you and your child. Setting up a routine that involves some reading aloud or some writing may make bedtime less painful, and even a pleasure for both of you. If you're just too tired or too busy to read, then have your child tell you a story or turn on a tape recorder and listen together to a story.



Pick a favorite stuffed animal or doll and ask your child a question or two: "How did this bear get such big eyes?" "Was this bunny ever lost in the woods?" Listening to your child talk, and getting involved in storytelling will lift some of the burden of reading from your shoulders.

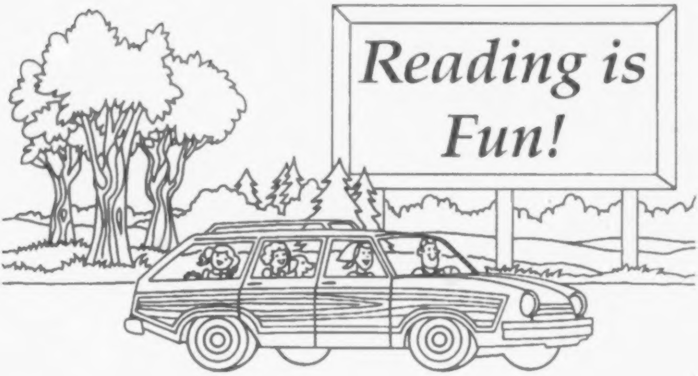
C-A-R Rhymes with . . .

Anyone who has travelled with children knows that on the road in the car they are always asking or saying: "Are we there yet?" "I have to go to the bathroom!" "I'm hungry!" It seems that they are repeated every thirty seconds. These questions and statements come from bored children in the car.

Word games and reading games and writing activities may help change this. A simple rhyming game is fun and good practice for young children.

They are learning that certain letters go with certain sounds. You supply the first word: C-A-R, spells car. Then change the first letter to make a rhyming word: T-A-R, spells ______.

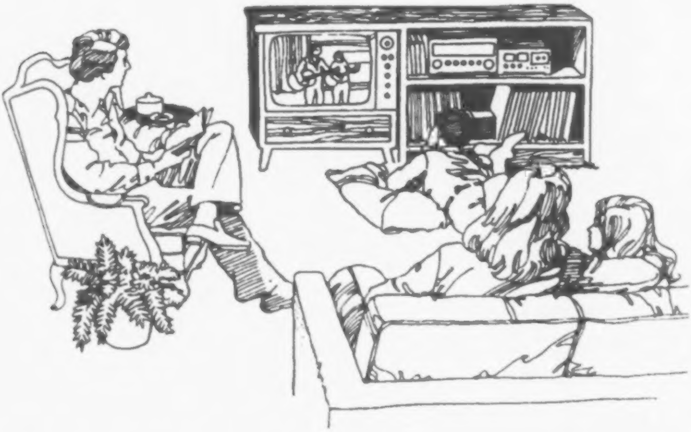
Your child figures out—with help if needed—what the word is. Make the list of rhyming words as long as possible: F-A-R, spells ______; S-T-A-R, spells ______; and so on. Then you can also ask them to look for signs along the road and see if they can find words that fit the pattern.



Use TV

Out of the car and back at the house where most homes have television and children watch it regularly, you can use television to help with reading and writing. When you are watching a television show together, and a commercial comes on, everyone writes down what will happen next in the show. It is a kind of a story prediction game. Get everyone in the room to write something down.

The "winner" is the person who guesses right. Then you can have the "losers" make the popcorn or go get a soft drink. Keep everyone involved and make it a fun activity.



Talk about School

Success in school is important to you and it is important to your child. You've got to support your child's learning in school by learning at home. Be sure to talk—and to listen—to your child about her school day. Don't settle for "It was OK," "We didn't do anything today." Ask specific questions: "What did you do during recess?" "Did you learn any new songs?" It only takes a few minutes, and it helps your child learn to communicate, but more importantly it says that mother or father is interested in school and what goes on in school.

Successful children have parents read to them. What's more, successful children have parents that are constantly interested in what is going on in school.

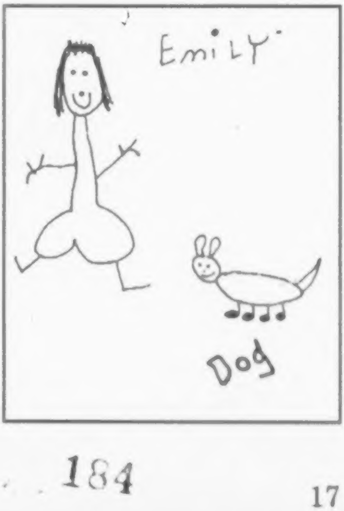
It isn't that parents have to be at school with their children, but they have to indicate to them that school is valuable and interesting to them.

Helpful Hints for Parents and Children Together

We all need a supply of hints to help our children link reading and writing around home. Here's a short list of things you can do:

- ❖ Show how reading is part of everything you do. Talk about menus, recipes, directions, magazines, phone books, labels, written announcements, and invitations. They show your child the relationship between real life and reading and writing.
- ❖ Help your child make a telephone directory with the names and phone numbers of people important to him. Discuss telephone manners and rules. In fact, it might even be a good idea to write some of them down by the telephone so that your child is reminded.

- Help your child keep a scrapbook for subjects that interest her. Stamps, greeting cards, pictures of animals and friends, cars, drawings, are the kinds of things that might interest your child. Help your child to label the pictures and/or write a description under them so that once again the visual image is connected with the written language.



- Another kind of activity—keep a calendar with your child. Write down special events and mark off the days that are important to you and your child and family. The refrigerator is a good place to post it.

- Always show an interest in learning new things. Share your interests and ask your child to share with you. That way each of you tells about what interesting things happen to you. Mealtime and bedtime are good times to talk about activities, feelings, problems, and special interests.

- Set aside a special reading time each day and read to your child—even after your child has learned to read. Listen to your child read, and discuss the characters and events in the story that are interesting to both of you. Ask questions that require your child to think, such as "What do you think she will do next?" and "Why did Goldilocks eat the porridge?"

- Start a library habit. Go to the library with your child regularly, and help your child select books to read. Make a special place at home for your child's library books. Some parents like to make a list of all the books their child has read and to display the list on the shelf (or on the refrigerator).

Remember, you are your child's first and most important teacher. You have the chance to teach and influence your child in so many ways that affect his learning and eventual success in school. Make every day count. Show your love to your child. Give honest praise. Be a good example in your speech and manner of life. A child needs time. Give it in reading and writing. The rewards are well worth the effort.

If you have helpful ideas that have worked for you and your children, please send them to us so we can share them with our readers.

Editor, *Parents and Children Together*
Family Literacy Center
2805 E. 10th Street, Suite 150
Bloomington, IN 47408-2698

These helpful hints are provided by Norma Rogers, Director of Reading Services, Monroe County School Corporation, Bloomington, Indiana.

Books for Parents and Children

On pages 21-25, we have put together lists of books for parents and children. Several of the books contain ideas to help your child read and write better. We encourage you to take the time to read a few of these books so that you can have fun with reading and writing.

Books for Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten.

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities.

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Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties.

Listed below are three groups of books for you to read with your child and three groups of books for your child to read alone. These books are at your local library.

Books to Read Together

For children from ages four to six.

Runaway Bunny, by Margaret Wise Brown. A story about a little bunny who tries to run away from his mother by becoming different things. The mother follows the bunny everywhere he goes.

Millions of Cats, by Wanda Gag. A man leaves home to find a cat to keep himself and his wife company. When he returns, he brings home millions of cats instead of just one.

Just Me and My Puppy, by Mercer Mayer. What is it like to get a puppy and take care of it all by yourself? This book shows the funny things that can happen when a youngster gets a puppy to care for by himself.

For children from ages six to eight.

There's an Alligator under My Bed, by Mercer Mayer. What can a child do when an alligator is under the bed? This little boy lures the creature into the garage with food and leaves him there for his father to find.

No Peas for Nellie, by Chris L. Demarest. Nellie does not like peas, but she must eat them at dinner. While thinking about all of the things she would rather eat, she ends up eating her peas.

Caps For Sale, by Esphyr Slobodkina. A funny tale about a man who sells hats. He falls asleep with his caps on his head and—while he sleeps—some very tricky monkeys swipe them.

For children from ages eight to ten.

The Relatives Came, by Cynthia Rylant. A family in Virginia gets a visit from all of their relatives. This huge family reunion is filled with laughter, fun, and hugs.

The House on East 88th Street, by Bernard Waber. The Primm family moves into a new apartment. There is something odd about their new home. It has a crocodile named Lyle in the bathtub. After they get to know one another, Lyle becomes a member of the family.

The Legend of the Indian Paintbrush, by Tomie dePaola. A legend from Native American folklore, this tale explains how the wildflower Indian paintbrush got its name. The book has beautiful watercolor pictures.

Books for Your Children to Read by Themselves

For children from ages four to six.

Good Night Moon, by Margaret Wise Brown. A gentle bedtime story about a bunny who says goodnight to the everyday things in life.

Push Pull Empty Full, by Tana Hoban. Common opposites are shown in this book with words and pictures.

The Foot Book, by Dr. Seuss. A funny creature shows the reader several things a foot can do. Many different feet are shown, from pig feet to clown feet!

For children from ages six to eight.

The Very Hungry Caterpillar, by Eric Carle. This caterpillar eats so much food he gets a stomachache. Then he falls asleep and later turns into a pretty butterfly. The book shows how to count to five and the days of the week.

Curious George, by H. A. Rey. George is a very curious monkey who is very lovable and usually in trouble. He goes from one mix-up to another all through the book.

Frog and Toad Together, by Arnold Lobel. Frog and Toad are very good friends, and this book shows some of their adventures together. The book contains five short stories.

For children from ages eight to ten.

Miss Nelson Is Missing, by Harry Allard and James Marshall. Miss Nelson is one of the nicest teachers, and her class is one of the worst behaved. Miss Nelson disappears suddenly and is replaced by Miss Viola Swamp, who is the toughest substitute in the school. Where could Miss Nelson be?

The Day Jimmy's Boa Ate the Wash, by Trinka Hanks Noble. Jimmy's class goes on a field trip to the farm. Jimmy takes along his pet snake. The result is lots of confusion with eggs, chickens, hay, corn, pigs, and kids going everywhere. The snake eats the wash, and Jimmy ends up with a pet pig.

Keep the Lights Burning, Abbie, by Peter and Connie Roop. This is a story about a little girl who must keep the lights burning in the lighthouse where her family lives. Her father has to leave to get supplies, and her mother is sick. When a storm hits, it is up to Abbie to keep the lights burning so that ships will be able to find their way.

Also ask the librarian for the following magazines for children:

Stork Magazine

Cricket: The Magazine for Children

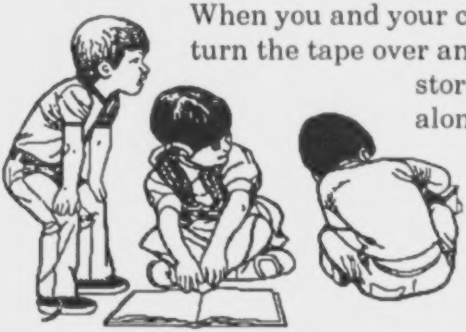
Stone Soup: The Magazine by Children

Highlights for Children

Read-along Stories

At the beginning of this issue we mentioned that Side B of this tape contains three stories that are designed to be read-along stories. You may want to take some time to look ahead at the stories in the magazine before you read along with your child. We want to remind you that it is not only important to turn on a tape recorder so that your child can listen and read along, but it is also important to talk about the story. Talk about the title or the things that might happen in the story before reading it. Then—after the story is finished—talk about it again.

By the way, if in the middle of the story something funny or exciting or interesting happens, it is okay for you to stop the tape and ask your child questions, or for your child to ask you questions. "What do you think is going to happen next?" or "What do you think that means?" or "Do you think they're going to get out of this?" These questions make your conversation about the story more natural and more valuable.



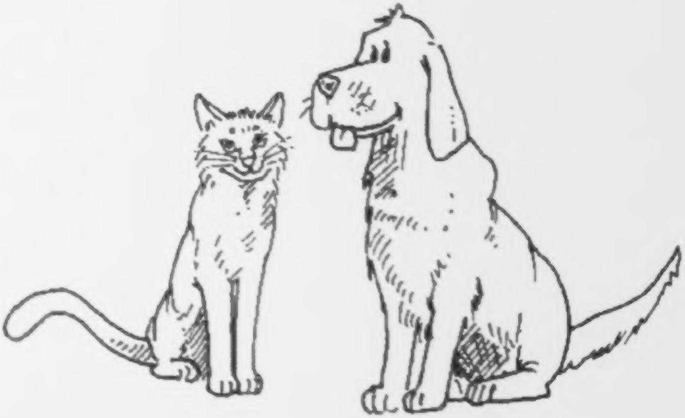
When you and your child are ready, turn the tape over and listen to the stories as you read along together, or you may read the stories aloud while your child reads along in the booklet.

Why Dogs Hate Cats

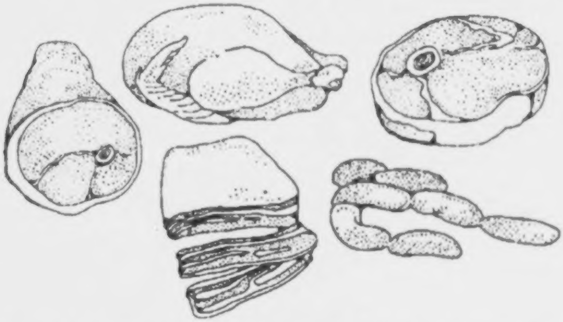
Things to Do *before* Reading the Story.

This would be a good time to discuss a few ideas with each other before listening to the story. Turn off the tape for a minute and discuss what the title suggests to you. Do you really think dogs hate cats? Talk about a time when you saw a dog chase a cat. Have you ever seen dogs and cats play together? Why?

Once upon a time, Dog and Cat were the best of friends. No two animals anywhere were better friends than Dog and Cat. They worked together, they played together, and they even ate together—out of the same bowl. Eating together was the most fun because they both liked the same things to eat.



Meat was their favorite food. Every chance they had, Dog and Cat would buy a chunk of meat and feast together. They liked steak and turkey and chicken, sausage and bacon and hot dogs. But most of all Dog and Cat liked ham.



One day Dog and Cat had a little extra money. So Dog said to Cat: "Cat, you don't have enough money to buy a whole ham. Neither do I. Let's put our money together. Then we will have enough money to buy a big ham!"

"Meow!" That sounded like a good idea to Cat.

Dog and Cat went to the grocery store and bought a whole ham. The big and heavy ham made Dog and Cat tired as they carried it, so they had to take turns. Walking down the street towards home, Dog started thinking about how sweet that meat would taste. Dog began to sing: "Our ham! Our ham! Our ham!"

When it was Cat's turn to carry the meat, Cat sang: "My ham! My ham! My ham!" Dog heard what Cat was singing, but didn't say anything.

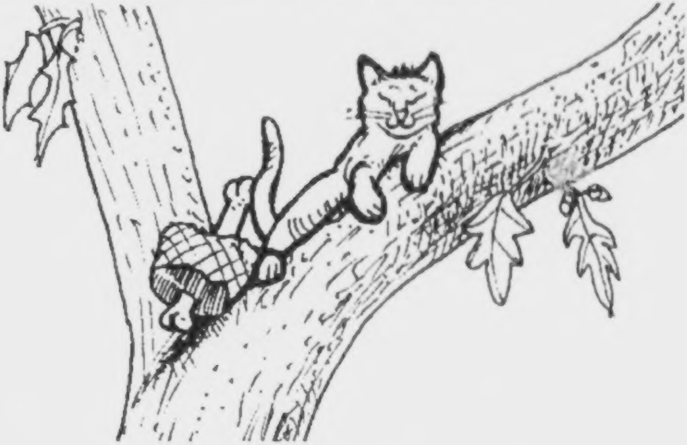
When it was Dog's turn again to carry the meat, Dog sang: "Our ham! Our ham! Our ham!"

Then, when Cat's next turn came, Cat sang: "My ham! My ham! My ham!"

Dog stopped in the middle of street. "Hey, there, Cat! Tell me why you keep singing 'My ham, my ham, my ham.' It is *our* ham, isn't it?"

Cat looked slyly at Dog, not saying a word. Then, Cat took the ham, started walking, and kept on singing: "My ham! My ham! My ham!"

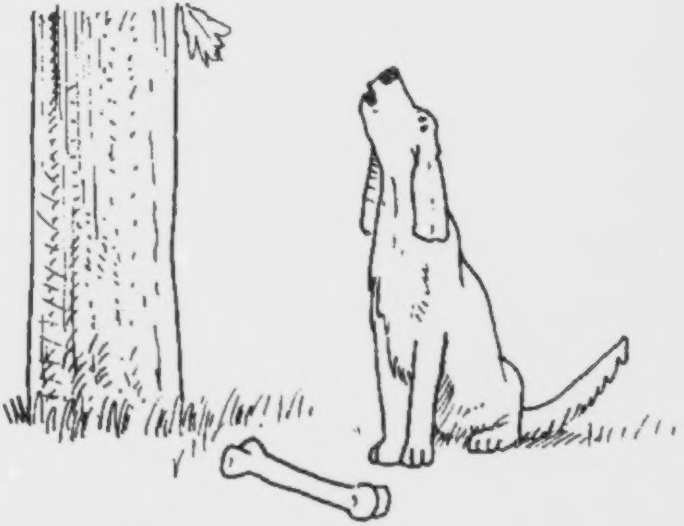
While Cat sang, even though Cat was carrying the meat this time, Dog started singing louder than Cat: "Our ham! Our ham! Our ham!"



When they were almost home, Cat was carrying the meat. All of a sudden Cat ran up a tree, sat down on a limb, and ate the whole ham. Cat didn't leave even one bite for Dog. Down below, Dog barked and jumped and growled. But Dog could not climb the tree. "Cat, I can't get you now. But when you do come down out of that tree, I will chase you back up every tree you can find!" How Dog did howl!

Cat sat, safe on the limb. Cat licked the ham juice off both paws. All the while, Cat didn't look at unhappy, noisy Dog below. While Cat was washing up, the ham bone fell out of the tree onto the ground in front of Dog's nose. All that Dog got from that ham was a dry, white bone.

And that is why to this day whenever dogs see cats, they chase them up trees. It is also why cats eat only meat, and dogs sometimes get stuck with the bones.



The End

Things to Do *after* Reading the Story.

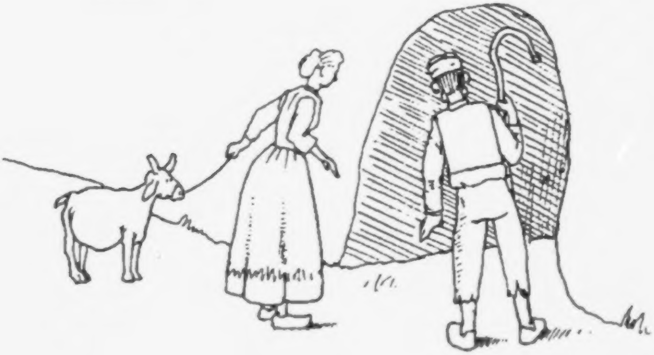
Together, get some crayons and draw a dog or a cat or a big bone. Write a story about the pictures. Together, make up a story about your drawings.

The Three Wishes

Things to Do *before* Reading the Story.

Talk about what you would do if you had three wishes. What would you wish for, and why?

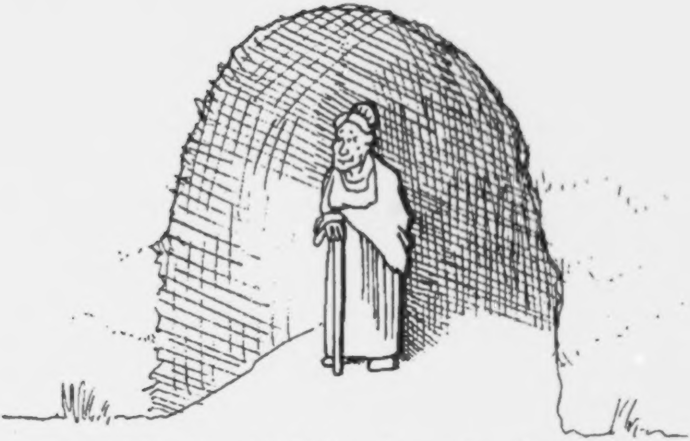
Once upon a time Martha and Harry lived deep in the mountains. Together they took care of goats. They were poor, but they cared for the land and were happy people.



One day Martha was walking with the goats. She saw a small black cave. She looked into the cave and saw an old lady. The old lady smiled at Martha.

Martha was surprised to see a stranger. She called to Harry, "Come see who is here."

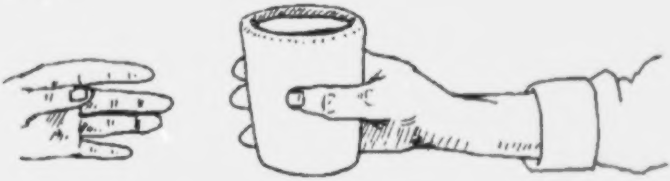
Harry came quickly from the field. Then Martha said to the old lady, "What are you doing in this cave?"



The old lady said, "I live far under the earth. I came to get some goat milk. I live alone in a magic land. I have all I want, except for goat milk."

Harry said, "We have goat milk. I'll bring some to you." He ran to get some, and was back in a minute.

"Here you are," said Harry, and he gave her a cup of milk. She took the cup and drank the milk in big gulps.



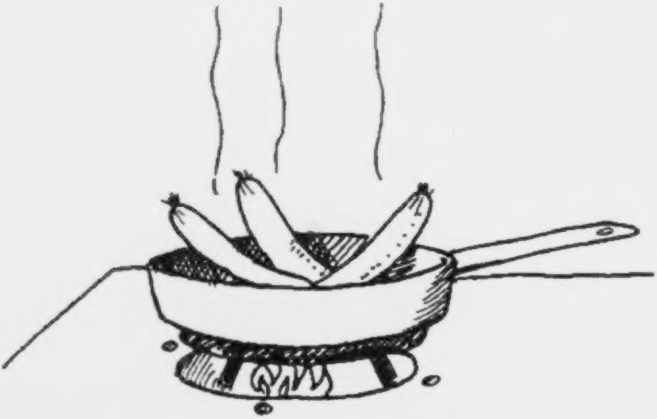
She thanked Martha and Harry. "The milk tasted good and you were kind. I cannot take you to my magic land. But, since you were so nice, I will grant you three wishes."

Suddenly the woman was gone. There was blackness where she stood. Martha and Harry were surprised, but also excited. They rushed back to their house. Then Martha and Harry sat down at their kitchen table to talk about their wishes.

They talked about fine clothes, big houses, and servants to take care of their goats. Martha said, "Maybe we should take a long trip and see the world."

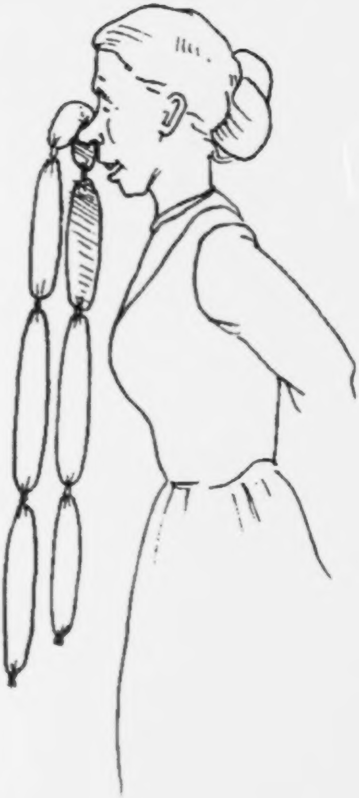
Harry said, "Or maybe we should wish to go to the magic land and get more wishes from the strange old lady. What fun it is thinking of all the things to wish for!"

"Well," said Martha, "I don't know what we will wish for, but right now I'm hungry. I wish we had some sausages to eat." Martha quickly knew that she had said the wrong thing. A second later, a pan of hot sausages was on the stove.



Harry said, "Now see what you have done, you silly woman! You've wasted one of our wishes."

He was so angry that without thinking he shouted, "I wish those sausages were hanging on your nose."



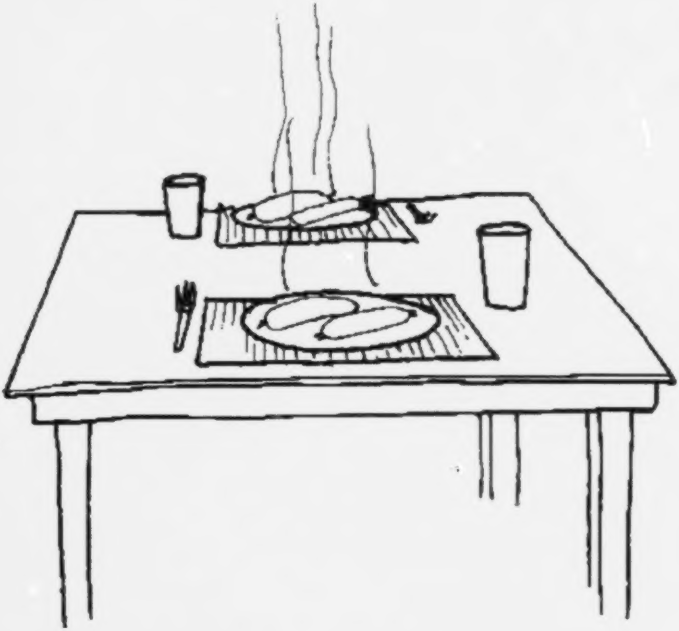
Quicker than a wink, the sausages were hanging from Martha's nose. Then Martha said, "You silly old man! Now what will we do with these sausages on my nose? You have wasted our second wish."

Harry said, "What will we do? None of our other ideas for wishes will be any fun if you have sausages hanging from your nose."

Together Martha and Harry tried pulling the sausages off her nose, but the sausages wouldn't come loose. They talked together about what to do with their last wish. They decided to wish the sausages off Martha's nose. In a flash the sausages were back in the pan.

Martha and Harry laughed at how silly they had been. They decided that because they were happy people before, they had not really lost anything.

Then Martha said, “Even though we didn’t use our first two wishes wisely, we still have a nice plate of sausages.” So they sat down and had a fine dinner after all.



The End

Things to Do *after* Reading the Story.

Now that you have read the story, would you change any of your wishes? If both of you had to wish together, what would your three wishes be?

How Animals Got Fire

Things to Do before Reading the Story.

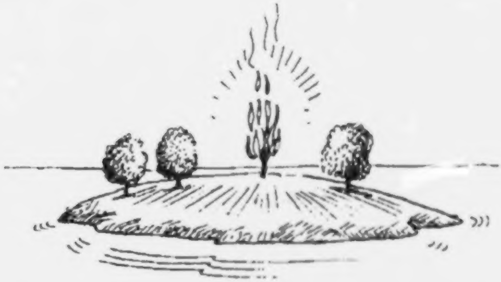
Discuss what the title suggests to you. How would life be different if animals could do the same things as human beings?

When our earth was young, all the animals lived happily together. Every day they played together under the warm sun.

But at night, when darkness came, they were cold. The animals huddled together. They shivered and sneezed and coughed. Moose put all four cold feet on Bear's furry back to warm them. Bear didn't like that at all.

Some nights heavy snow fell on the animals. Other nights they were covered with ice. On good nights, they tried to keep warm in the cold rain.

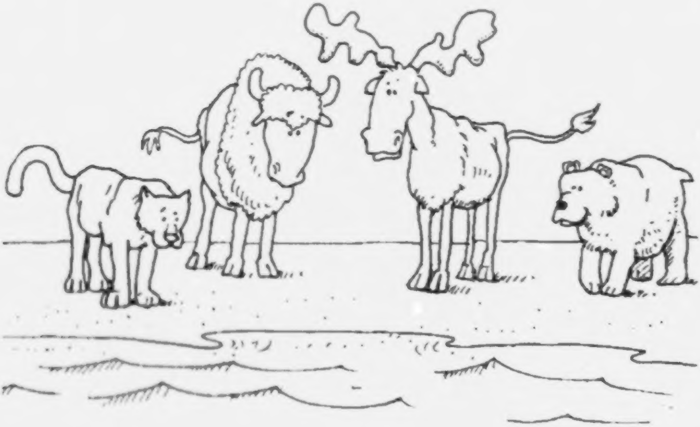
A small island was in a lake nearby. One night a wild thunderstorm broke overhead. Lightning struck a tree on the island. The tree burned all night long. And all night long, a warm wind blew from the island to where the animals were watching.



The next morning, the animals could still feel the warmth of the burning tree. All the animals agreed: If they brought fire from the island to the mainland, they would never be cold again.

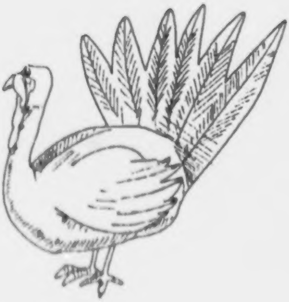
"That's easy!" roared Mountain Lion. "We big animals will make a bridge to the island. We'll bring back the fire!"

But, as with many plans, Lion's idea was more easily roared than done. Mountain Lion, Buffalo, Moose, and Bear tried to make an animal bridge. But every time they tried, each was too heavy to stand on the other. They fell into the lake and got wet.



"Perhaps," gobbled the proud Turkey, "wings are what we need. I can easily fly to the island and bring back the wonderful warmth." Because Turkey gobbled so loudly, everyone agreed that Turkey should make the first flight.

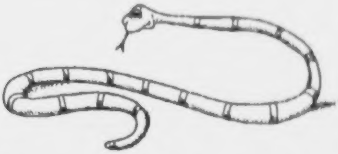
Turkey flew to the island. Turkey landed on the burning tree trunk, but the fire burned those beautiful feathers. Turkey could barely fly back home. That is why turkeys to this day walk rather than fly.



The animals did not know what to do next. They were afraid of getting wet, and they were afraid of getting burned. They still wanted to be warm, but most of them became much quieter with their big ideas about bringing back the fire.

"Perhaps," said slimy Water Snake, "we can find a different way. Not someone big. Not someone who can fly. Someone low to the ground can swim to the island and bring back fire." The animals nodded in agreement, and Water Snake slipped into the water.

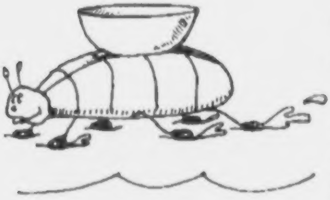
Water Snake swam to the island, and slid into a small hole in the burning tree stump. But when Water Snake went into the hole, the burning tree fell on Water Snake. Water Snake's skin started to burn! Water Snake quickly slid into the water and swam home.



Lucky for Water Snake, the water put out the fire. But the other animals still had no fire. Water Snake's skin was burned, and the skin peeled off. That is why snakes to this day shed their skins.

Now no one wanted to visit the burning tree on the island. They all wanted the warmth, but they stayed in their own places. None of the animals bragged about their way to get fire. Then, when tiny Water Bug offered to go, everyone cheered.

Without saying a word, Water Bug left. Water Bug skated on top of the water. Water Bug had not bragged about a plan for bringing back the fire. "Better not promise more than I can deliver," thought Water Bug. Water Bug looked at the bowl on its back, and thought, "It just might work." If you look closely at a water bug, you will see what looks like a tiny bowl on its back.



On the island, Water Bug crept near to a burning branch. Water Bug kept far away from the fire and didn't get burned. A glowing twig cooled into a speck of coal. The coal cracked and fell from the branch. Water Bug jumped and caught it in the bowl on its back. Then, Water Bug quickly skated back home.

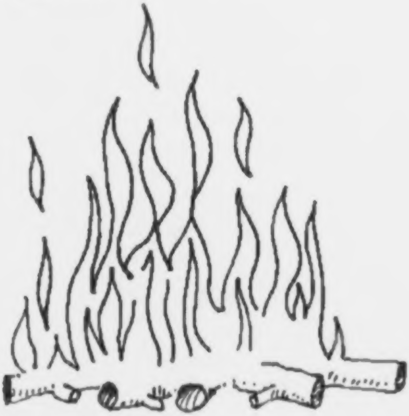
The other animals saw Water Bug coming, but they could not see the fire. They sighed. Water Bug, too, had failed! All they saw was the small coal, almost cold.

Clever Water Bug dumped the coal on some dry grass. Then, Water Bug blew on the coal. A small spark flickered into a wavering flame. Water Bug added some more grass. The flame grew.

Then Water Bug added some little twigs and then some larger twigs and finally some small pieces of wood. It took a long time, but Water Bug finally had a small fire burning warmly.

Now, all the animals gathered around in wonder. Everyone tried to get close to the fire. Soon, they dumped on more wood and had a roaring blaze.

Moose warmed all four feet, and Bear was cozy in a coat of warm fur. Mountain Lion and Buffalo came in close, though Turkey looked the other way, ruffled its feathers, and remained cool. All the animals were glad to warm themselves by the fire, except Snake. That is why snakes to this day stay away from the fire.



The End

Things to Do *after* Reading the Story.

Now that you have finished reading the story, draw some pictures of a fire. Make sure to use lots of bright oranges, yellows, and reds. What other colors do you see in a fire? What other colors can you use to draw a fire? Do animals really have fire? What would it be like for *people* if we didn't know how to use fire?

We hope you have had fun with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten. ($1.75)

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities. ($1.75)

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101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Ideas are presented to help parents use resources from around the home to promote literacy. The activities are educationally sound and fun for the parent and child to do together. ($5.50)

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November 1990

Parents and Children Together

Discipline and Learning

Read-along Stories:
Tomekia and the Big Black Bear
Mr. Bizbee and Miss Doolittle
The Great Lunch Disaster

This booklet has a companion audio tape on "Discipline and Learning." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.

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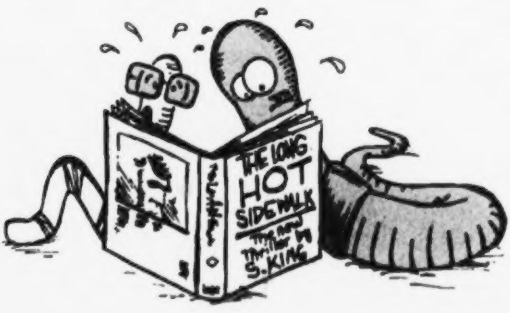
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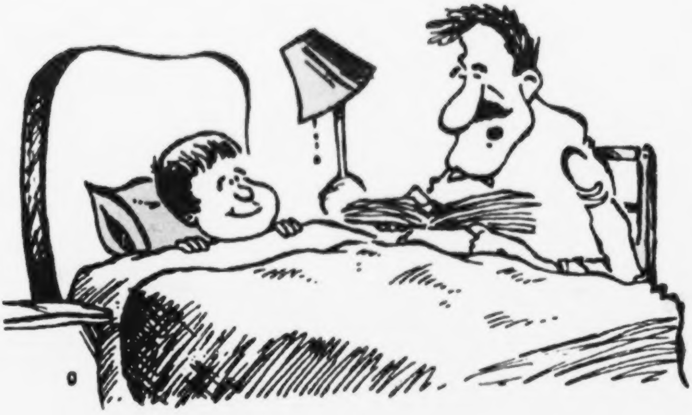
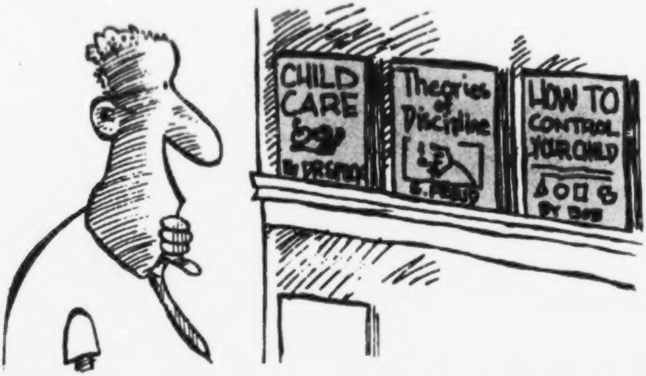


Getting Started

Welcome to this month's issue of *Parents and Children Together.* This issue focuses on helping to develop your child's self-discipline. We present some suggestions from an approach called "discipline with dignity," and we answer several practical questions that parents often ask. On Side B of the tape (and in the second half of the booklet) we have three read-along stories. We encourage you to listen to these stories and to read them with your children so that they can participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.

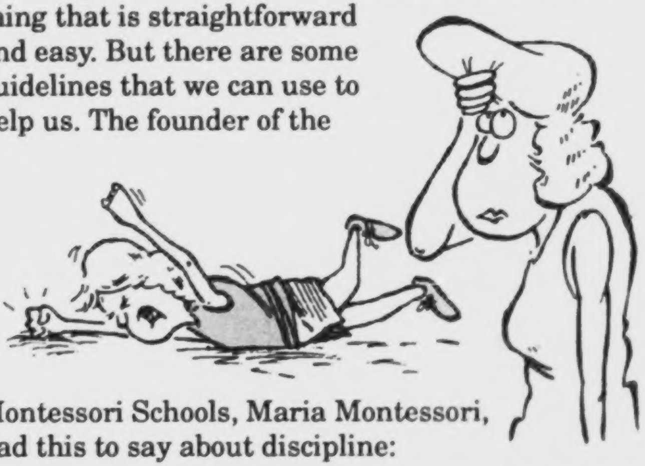


Discipline and Learning

As a parent you've been in those conversations that are filled with questions like these:

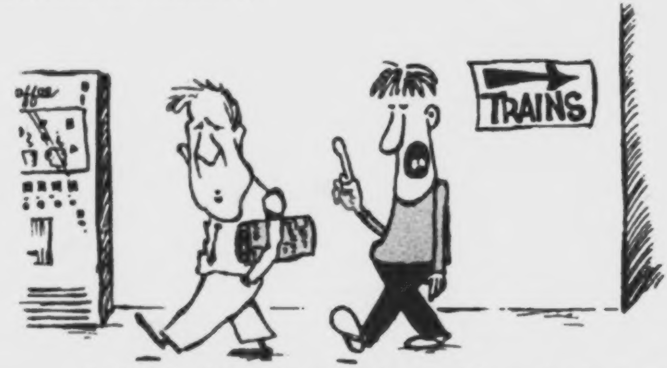
How do I get my child to behave?
What kind of discipline should I use?
Should I spank my child when she really gets out of line?

Knowing how to discipline children is not something that is straightforward and easy. But there are some guidelines that we can use to help us. The founder of the Montessori Schools, Maria Montessori, had this to say about discipline:



"We call an individual disciplined when he is master of himself, and can, therefore, regulate his own conduct when it shall become necessary to follow some rule of life."

That phrase, “master of himself,” may be the key to giving us direction in this matter of discipline. Some people quite obviously are not masters of themselves. Recently I met such a person in a train station. I was waiting to catch a morning train, when a young man in his twenties started talking to me about all sorts of unconnected things. As I wandered to the coffee machine, and then the train schedule, even to the restroom, this young man followed and talked. In other words, he became a nuisance.



I still had thirty minutes until my train was leaving, and I was sure that this young man was going to prevent me from reading my paper with his constant chatter. Then a policeman approached us and said to the young man: “I’ve seen you around here before, Todd, haven’t I? Are you harassing this man?”

“No,” he replied. “Just talking.”

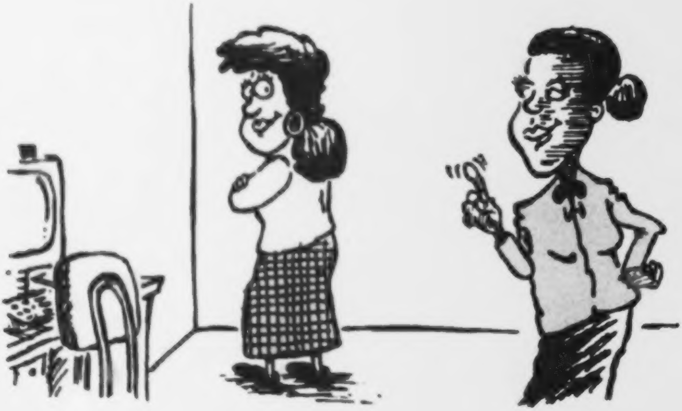
“Have you got yourself straightened out?” the policeman asked. “Are you following your program? Are you taking your medicine? What are you going to do today to make yourself useful?”

Since I did not want to embarrass Todd, I walked away while they finished their conversation. And I thought about the positive way the policeman handled the situation. He was dealing with a known nuisance, but he did not muscle him out of the building or tell him to get moving. He talked to the fellow and asked him about his life and what he was doing to improve it. What an excellent example of dignified discipline in a public place. And he made *my* life more pleasant in the process.

That train station scene shows most of the elements that parents face with their children. Their child misbehaves or doesn't follow the rules or hurts someone. Adult intervention is needed, both for the benefit of the public and that of the child. In former times, most parents might have settled such a problem with a hard swat on the child's rear. Discipline was often equated with punishment and humiliation. But today there is a move away from this kind of punishment. Research shows that physical punishment often leads to anger and defiance and doesn't necessarily make the child a more responsible citizen.

Thus we return to Montessori's phrase, "master of himself." How can we help children become masters of themselves? A spanking certainly gets the child's attention quickly, but in the long run, we want the child to learn to govern his own actions. But how do we help inexperienced children accomplish that end?

One general guideline ought to be that we treat our children in the way that we want to be treated. That golden rule is a helpful guide. Think about the times that you might have been disciplined for your actions—you were late for work, made a rude comment, shouted at a fellow worker in anger, or accidentally broke a piece of equipment. Those things happen because we are human and sometimes forget to be nice. When they happen, you don't expect to be slammed across your backside so hard that you topple over. Nor do you expect to be stood in a corner.



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As an adult you suffer the consequences of your "misbehavior." You lose an hour's pay; your colleague ignores you; you don't get a promotion, and so on. If you are wise, you analyze the situation that led to those unhappy consequences and you make a plan to change your behavior. The key word here is "consequences." You want to change your behavior because the consequences of misbehaving are unpleasant or cost you money, not because you were punished physically.

How, then, do we help children focus on the *consequences* of their actions, so they can see that misbehaving leads to consequences that are not in their best interests? Here are some suggestions from an approach called "discipline with dignity":

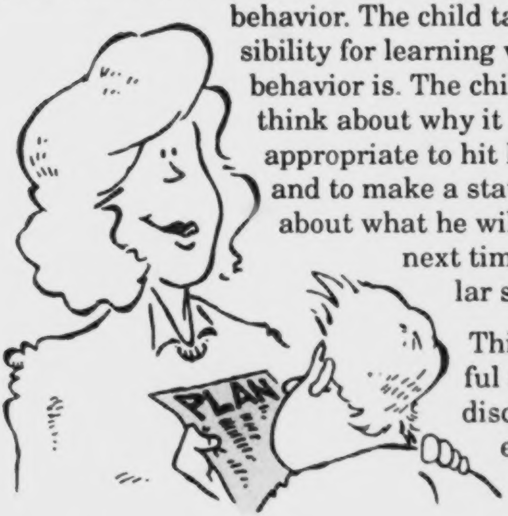
1. **Establish clear rules.**
2. **Have fair limits, with consequences for misbehavior.**
3. **Work with the child to develop a plan to change.**

Establishing clear rules is probably the most difficult aspect of effective discipline. These rules could be written and posted on a bulletin board or on the refrigerator. On one classroom bulletin board, for example, I saw these rules: no hitting, no stealing, no throwing objects, no defying authority, no abusive language, and no continuous disruptive behavior. Those rules are simple yet clear, and they cover a wide range of potential problems. That same set could be easily modified for use around the home: no hitting, no lying, no taking someone's things, no leaving big messes, no abusive language, no continuous disruptive behavior.

Having fair limits, with consequences for misbehaving, is the next step in setting up effective discipline. While an important part of any approach to behavior is to praise the child when she behaves well, it is also important to know when to step in when she misbehaves. Every child misbehaves, that is, throws a temper tantrum, hurts others, breaks things, creates noise when she should be quiet, and so on. Children have short attention spans and often forget. They are rambunctious and let their natural energy explode, sometimes in disruptive ways.

Parents have to decide when their children's behavior has gone over the limit. Usually that point is reached when the child has been reminded or admonished but continues to do things that interfere with someone else's well-being or threatens her own safety. That's the point at which the child sees consequences that are unpleasant to her.

The next step in this approach is to have the child come up with a plan or a statement that describes how he will change. Whether spoken to the parent or written down, the idea is that the child learns to make decisions about his own behavior. The child takes responsibility for learning what good behavior is. The child has to think about why it is not appropriate to hit his sister and to make a statement about what he will do the next time in a similar situation.



This thoughtful approach to discipline expresses confidence in children and also shows that we parents expect our children to be responsible for their own behavior. This approach doesn't relieve the parent of responsibility. The parent has a more thoughtful role than ever.

Parents have the difficult job of clarifying the rules, of showing that there are high expectations, and of taking the time to work with their children in becoming responsible. Those things are accomplished through praise of good behavior and by calling time-out when the rules have been broken.

What does this have to do with learning? A lot! Learning is primarily self-discipline. The person who knows how to control her behavior is then free to concentrate on other things. She can concentrate on the subjects to be learned. When we discipline ourselves to do our expected daily work, we are free from the tensions and hassles that result when we allow distractions, such as undone tasks, to get in the way. A child who learns self-discipline has a great advantage in learning at school *and* at home.

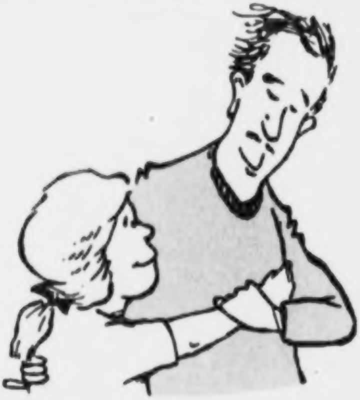
Remember to help your child in the following ways:

1. **Be clear in your expectations.** Don't say, "Clean your room." Rather say: "Pick up your clothes; put the dirty clothes in the hamper; and vacuum the floor."

2. **Be considerate.** Especially remember to praise your child for the kind of behavior you expect. Hugs and pats of affection can supplement words of praise.

3. **Express your beliefs.** Let your children know how you feel and provide constructive guidance. Remember the policeman who asked the young man what useful activity he was going to do?

4. **Point out consequences** so that your children see that they are making a choice. "If you keep making that noise, you will have to sit in the 'time-out' place for ten minutes." Then, be sure to follow through.



5. **Listen attentively** to what your child has to say. Instead of issuing a judgment about bad behavior, have your child account for his behavior by asking him, "Please explain why you did that."

6. **Communicate with your child** instead of giving her a sermon. Discuss her behavior instead of preaching at her.

When all is said and done, you might want to recall this paragraph written by a young man who was asked why he felt he had succeeded in college. He wrote:

"My parents know all my faults, but to hear them talk (and in my presence, no less) you would think I have few equals. They show me in a hundred ways that they approve of me. When I disappointed them, they never showed anger, but instead assured me that they knew I would do better next time, that I could do great things. Everyone should have one person somewhere in his life like my parents."

May your children write a similar paragraph about you one day.

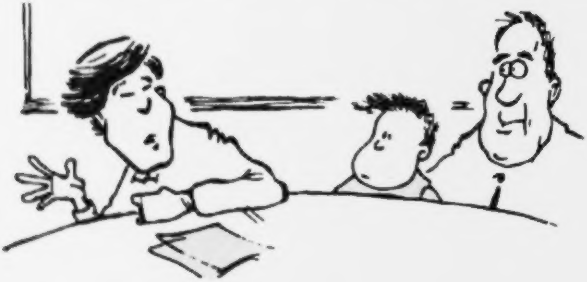
* * * *

Questions about Discipline

Most parents have questions concerning their children's behavior. Here are answers to a few of those questions, and some suggestions you can use.

My child will obey me at home, but she has problems behaving in school. Is this normal? What should I do?

Misbehavior at school is a problem if it interferes with your child's learning and the learning of other children around her. You may want to remind your daughter of the importance of good behavior and how it affects her success at school. If you know which actions in school are causing problems, discuss them with your child. Discuss the different kinds of behavior that are expected at home and at school. A conversation with the teacher may provide possible reasons for your child's misbehavior.



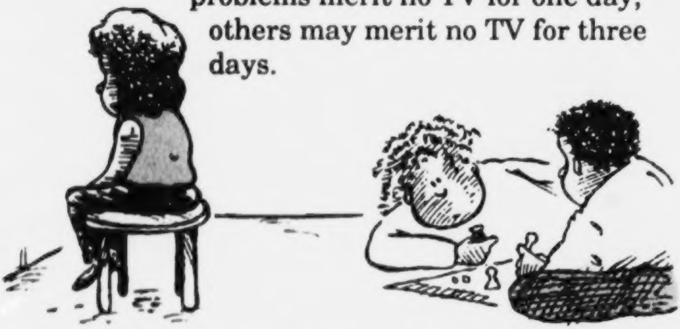
The differences in rules and guidelines may be confusing or difficult for your daughter to handle. School requires more self-discipline from our children because of the number of students in a classroom and the fact that the teacher can't possibly watch everything that goes on. Your daughter may need opportunities to learn self-discipline at home that can help her in school. Instead of your telling her exactly what she can or can't do and then checking up on or supervising her, let her exercise some responsibility for making decisions within the limits you have set. For example, you might say, "You may go outside to play with your friends for awhile, but I want your homework completed and your clothes picked up off the floor before dinner." You have given her limits and expectations, but she has the responsibility for completing certain tasks and some freedom as to when to do them. You may also want to work out a joint plan with the teacher.

Do you have any alternatives to whipping a child to control behavior?

There are lots of ways we can teach our children discipline without having to use physical punishment. More positive ways of reminding children of their misbehavior can be:

- isolating them, which means sending them to their room or a room away from others. For a small child, a particular chair may be used as a "time-out" chair.
- taking a privilege away from them. For instance, no TV for an evening or a week.
- asking them to apologize to the person they have offended.
- making them give back what they have taken.
- making them pay for the damage they have caused out of their own pocket, or maybe having them do work in exchange for the damage they have done.
- grounding them. This means placing restrictions on their activities outside the home for a specified time. Be sure to stick to your restrictions.

When giving punishment, remember, first, make the punishment fit the crime. Some behavior problems merit no TV for one day; others may merit no TV for three days.



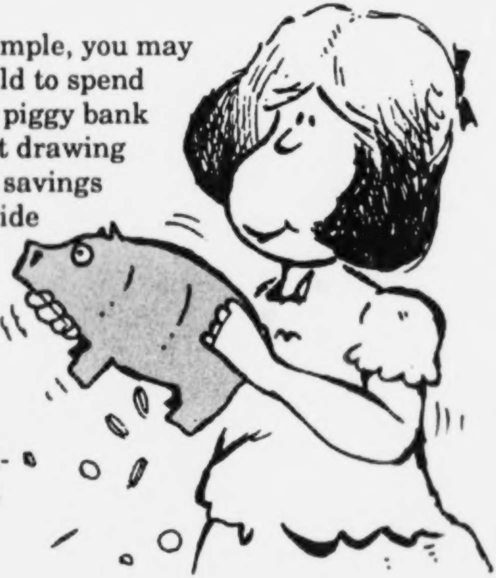
Second, be consistent. Don't reward a behavior one time and then ignore it or punish your child for it the next time. This confuses your child.

Third, don't make threats or promises that you can't keep. Keep your promises. For example, if you tell your child she can go to the park when her room is cleaned, stick to it.

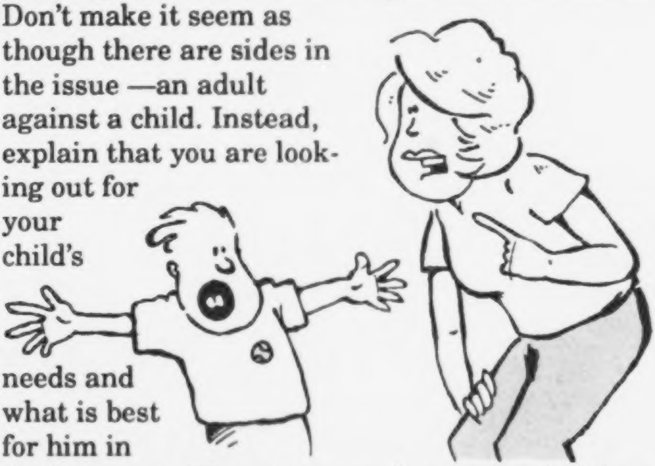
I have tried to let my son make decisions for himself in certain situations. Now he wants to make *all* of his own decisions. This is a problem sometimes. What should I do?

In trying to allow our children a voice and an opportunity to make decisions, we sometimes create problems for ourselves. Parents want their children to make decisions, but may have a hard time giving up certain kinds of authority. Also, in allowing our children decision-making privileges, we must realize that they can't have a say in *every* instance.

For example, you may allow your child to spend money from a piggy bank that is his, but drawing money from a savings account set aside for his college education is definitely out of the question. You need to consider your child's maturity in decision-making.



These considerations require you to set guidelines on where you draw the line for your child's decision-making. You will need to provide reasonable explanations. "Because I said so" or "Because I'm the parent" probably isn't going to be a good enough reason to satisfy the child who is challenging you about making his own decisions. Don't make it seem as though there are sides in the issue —an adult against a child. Instead, explain that you are looking out for your child's needs and what is best for him in the long-run. When your son does make decisions, you must remember to respect them. This will help him learn to respect your decision.



If you have questions you want answered about discipline, please write to us and we will try to answer them for you. You may find your question in another issue of *Parents and Children Together*.

Write to:
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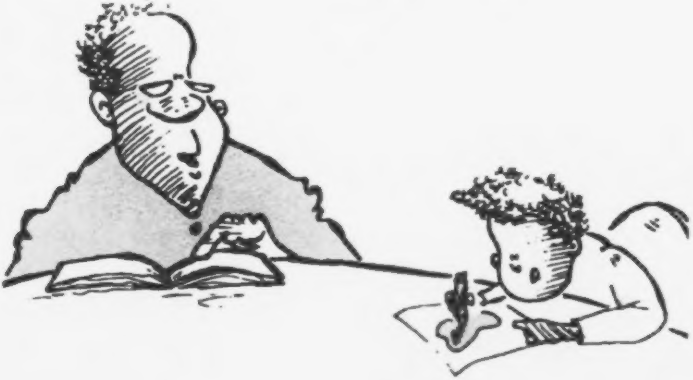
Activities for Fun and Learning

One way to build a better relationship with your children is to do fun things with them. Here are a few activities to try.



Picture That

- Give your child crayons and paper so she can draw pictures of the story you are reading or telling her. The drawing will help her visualize the story. Talk about the pictures and ask her questions such as, "Now what are they doing?" "Then what happened?"

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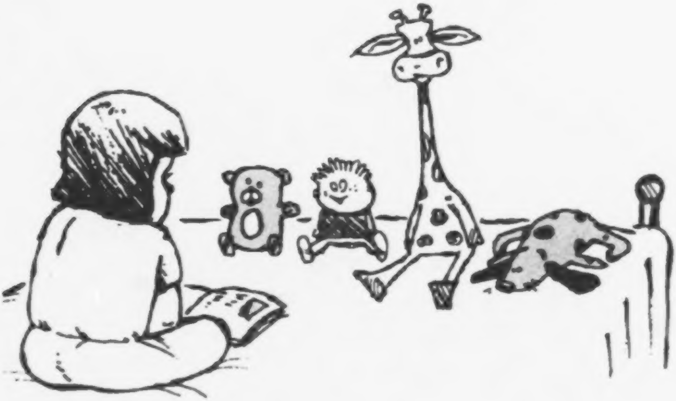
Dolls, Bears, and Books

- When your young child wants to read a book to you and you are too busy, help him set up an audience. Gather several dolls and stuffed animals to listen to him read a book. Arrange them around him or in front of him so that they will be able to "see" the pictures. He will be reading to his favorite friends, and you will have time to finish what you are doing.

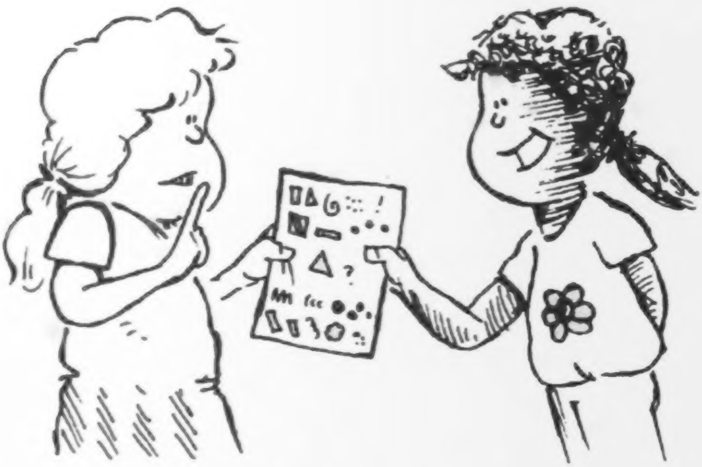


A-B-C Inventory

- Let your children choose the room they want to use for this game. Have them write down the objects in the room in alphabetical order by the beginning letter. Whoever first finds items for all twenty-six letters wins the game. You may want to skip q and x.

$%£¢%& Ω%$$ø¥%$ (Secret Messages)

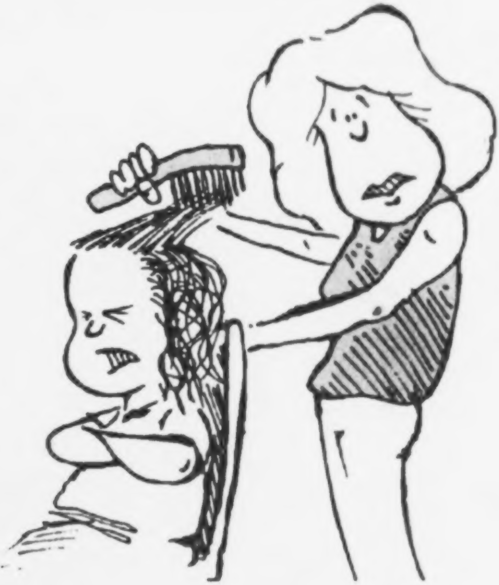
- If your child does not enjoy writing letters, suggest sending messages in a secret code. Your local library will have books explaining codes written just for children. Check out a couple of these books and let your child decide on a secret code to use. From secret codes, you might be able to develop an interest in reading some spy novels or mysteries. Be sure to read how to decode as well as code messages.



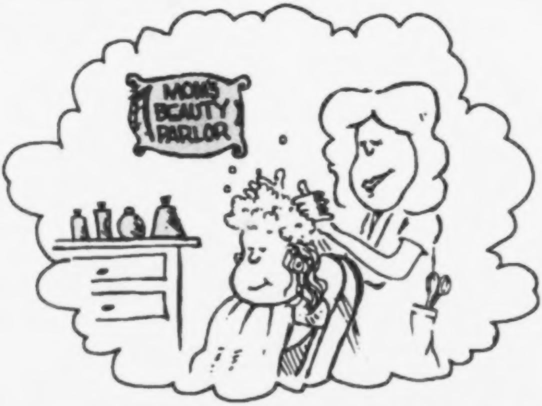
My Wise Mother

Millie Vaughn, a Chapter 1 director in Terre Haute, Indiana, sent us this story about herself and her mother.

As I think of my days of childhood, I recall the way my mother handled a situation between us that potentially could have prompted tears, frustration, and anger from both of us. Instead, she used a little imagination and hit upon a way to deal with the situation successfully.



When I was a child, my mother would wash my hair at least once a week. Either no-tangle rinses were not yet invented or Mother wasn't aware of them. As a result, when she washed my hair, she ended up with a tangled mess. As she combed it, Mother would pull, yank, and tug, and I would scream, sass, and cry. The job took forever. After a few trials, however, Mother changed her tactics. Although she didn't have a college degree in psychology, she came up with an idea that totally changed our shampoo sessions.



One day as she began to wash my hair, she pretended that I was in her beauty shop. I soon joined the game. I loved to pretend and she knew it. "Who was your last beautician?" she asked. I answered that my last beauty operator put "lasses" in my hair. That was my word for molasses.

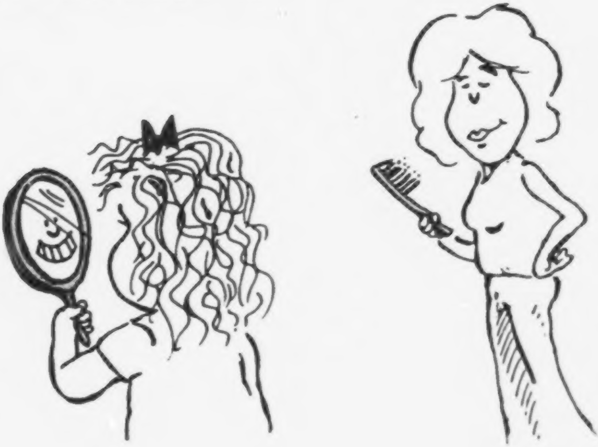
She replied, "If I were you, I wouldn't go to her again." I agreed that I certainly wouldn't and that from then on, I would be her regular customer. The entire conversation diverted my attention while she untangled my hair.

Oh, how wise was my mother. She used many principles in child psychology without ever realizing it. Here are a few of the things she did:

She made the most of a personal characteristic of mine—my love for pretending. I wanted to be like the grownups, and by using her beauty-shop routine, she brought us together on a common ground, just as two adults would act.

She eliminated the power struggle between authority figure and child. She could have yelled, "Hold still! I don't have all day to do this." She could have spanked me because at first I was sassing and screaming. Those tactics would only have made the struggle worse.

She used her sense of humor to deal with me and, in turn, brought out my own laughter and good humor. She diverted my attention from an unpleasant, hurtful experience in order to get the task completed.



She gave me some control of the situation, which boosted my self-esteem and helped her finish the task.

When I recall the times my mother had to shampoo my hair, I smile. My mother was a very wise woman. Although she didn't read and study child psychology books, she figured out a way to deal with a tender-headed squirt like me.

If you have helpful ideas that have worked for you and your children, please send them to us and we'll try to share them with our readers.

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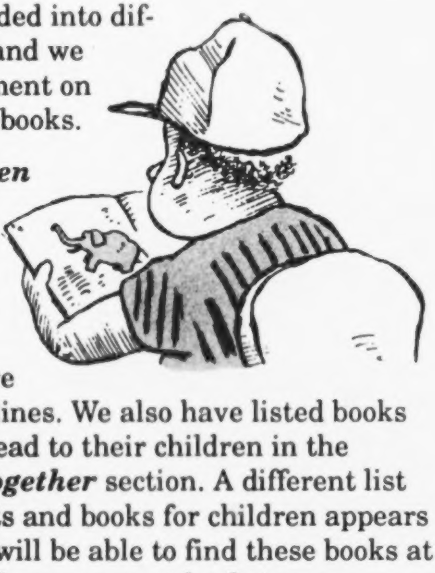
Books for Parents and Children

On pages 26 to 35, we have put together a list of books for parents and children. Books are an important part of communication. Books help your children learn new ideas and give you both things to explore together.

The books are divided into different categories, and we would like to comment on just a few of these books.



Books for Children to Read by Themselves are divided into age groups, but remember that these groupings are just general guidelines. We also have listed books that parents can read to their children in the ***Books to Read Together*** section. A different list of books for parents and books for children appears every month. You will be able to find these books at your local public library or most bookstores.

* * * *

At the beginning of this issue, we mentioned that Side B of the audio tape contains three stories that are designed to be read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about the story ahead of time.

Before reading the story, talk about the title or the things that might happen in the story. Then—after the story is finished—talk about it again. By the way, if in the middle of the story something funny or exciting or interesting happens, it's O.K. for you to stop the tape and discuss the event, or for your child to ask questions such as "What do you think will be around the other side of the oak tree?" or "What would you cook if you had to make lunch for yourself?" These questions make the interaction between reading and human life even more valuable.

When you and your child are ready, press fast forward. Then turn the tape to Side B and listen to the stories as you read along together or you may read the stories aloud while your child reads along in the booklet.

Books for Parents

The following resources may help answer your questions about your child's behavior and discipline:

The Difficult Child, by Stanley Turecki and Leslie Tonner. This step-by-step approach shows parents how to: understand their child's behavior, respond to conflict situations, lessen the strain on the family unit, discipline and manage their child, cope with the special demands of infants, and find support from others.

Disciplining Your Preschooler and Feeling Good about It, by Mitch Golant and Susan K. Golant. Presents ideas for parents on how to discipline their children with love. Topics include tantrums and lying, family meetings, positive reinforcement, setting limits, parental expectations, and logical consequences and follow through.

How to Discipline with Love, by Dr. Fitzhugh Dodson. A practical guide that shows how love and discipline go hand in hand in parenting. Suggests ways to deal with spanking, problem-solving techniques, communication, authority, family council, and the difference between discipline and punishment.

How to Talk So Kids Will Listen..and Listen So Kids Will Talk, by Adele Faber and Elaine Mazlish (audio cassette). Suggests ways to avoid turning simple conversations into arguments; to instruct rather than criticize when you correct your child's behavior; and to find effective alternatives to punishment.

Books to Read Together

Ages 4-6

Richard Scarry's Please and Thank You Book, by Richard Scarry. The animals in this book show how pleasant results can come from using good manners. Includes stories about parties, safety, cooperation, family, and friends.

The Tale of Peter Rabbit, by Beatrix Potter. Peter is told not to go to Mr. McGregor's garden, but he goes anyway. He has several close calls and a narrow escape. Upon returning home, he does not feel well and must take his medicine and then go straight to bed.

Bartholomew and the Oobleck, by Dr. Seuss. When the King of Didd becomes angry with the sky, he almost ruins his entire kingdom with oobleck. Bartholomew Cubbins, the page boy, is the only one in the kingdom who is brave enough to tell the king he needs to say the plain, simple words "I'm sorry" to fix the mess.

Ages 6-8

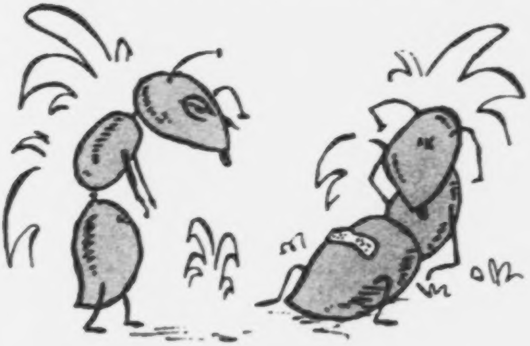
The Berenstain Bears Forget Their Manners, by Stan and Jan Berenstain. Mama Bear notices that the family's manners are getting worse. Even though the cubs do not like the plan, they soon begin using good manners and find it makes things go much more smoothly.

Zella, Zach, and Zodiac, by Bill Peet. Zach is an ostrich who hatches all alone in the wild. Zella is a caring Zebra who rescues Zach and takes care of him. Later Zodiac, Zella's son, cannot run away from a hungry lion because of his gigantic feet. Zach returns Zella's favor by saving her son, Zodiac.

The Tale of Squirrel Nutkin, by Beatrix Potter. This is a tale about a tail that belongs to a sassy squirrel named Nutkin. Old Mr. Brown puts up with Nutkin's riddles for awhile, but then the little squirrel pushes the owl too far and almost ends up as his snack.

Ages 8-10

Phoebe's Revolt, by Natalie Babbitt. Phoebe demands that she be allowed to wear her father's clothes and not her own, which have lace, frills, fluff, and bows. Her father grants the wish, but Phoebe soon changes her mind, and her clothes. A funny portrait of childhood rebellion.



Two Bad Ants, by Chris Van Allsburg. A tasty crystal has been found in an unknown and distant place. Two of the ants, sent from the colony to bring back the crystals, decide to remain instead of returning home. After experiencing many strange occurrences, the tired and battered ants discover having a home and a family is truly wonderful.

Miss Nelson Has a Field Day, by James Marshall. The Smedley Tornadoes cannot win a football game. At practice the team just goofs off...until "The Swamp" arrives, and whips them into shape. The team learns that hard work can have big rewards, but still can't guess who Viola Swamp really is.

Books for Your Children to Read by Themselves

Ages 4-6

The Adventures of Paddy Pork, by John S. Goodall. Pictures portray what happens to a young pig when he runs away after a circus. After his adventures abroad, he decides that home is a wonderful place.

I Can, by Christopher Neal. Amy wants to learn to ride her new bicycle, but she is afraid because she continues to have accidents. Suzie and Mrs. Biddle introduce Amy to the "Can Do Can." She becomes confident and learns to ride her bike well.

The Manners Book, by June Behrens. Chris and his bear, Ned, show how to use good manners in different daily situations. They discuss please, thank you, excuse me, introductions, helping, and sharing.

Ages 6-8

Tough Eddie, by Elizabeth Winthrop. Eddie wants everyone to think he is tough. He is afraid what will happen when his friends find out about his dollhouse. In the end, he learns about true friendship and how to treat others.

The Butter Battle Book, by Dr. Seuss. The Zooks and the Yooks can't get along with each other because they do not butter their bread the same way. A great war evolves between the two groups, until finally they both invent a bomb. But who will use it first?

Lyle and the Birthday Party, by Bernard Waber. Lovable, good-natured Lyle the crocodile tries very hard to help with Joshua's party, and even to have a good time. But envy gets the best of him. He becomes so mean with jealousy that he ends up feeling sick because of his bad behavior. Lyle begins to feel better when he helps others and stops thinking so much about himself.

Ages 8-10

The Berenstain Bears: No Girls Allowed, by Stan & Jan Berenstain. Brother and his boy cub friends try to exclude girl cubs from their club. Papa and Mama help Sister learn that it won't help the situation to try to get revenge, and they come up with a better plan.

Strega Nona, by Tomie de Paola. Big Anthony becomes Strega Nona's helper and wants to find out her magic secrets. Anthony tries to use the magic pasta pot to show the town he knows magic. He floods the town with pasta and then he has to get rid of all of it by eating it himself.

So What If I'm a Sore Loser? by Barbara Williams. Maurice thinks Blake is a sore loser every time he beats him at something. Then when Blake beats Maurice at working a jigsaw puzzle, Maurice says Blake is a sore winner. What is worse than a sore loser? A sore winner!

Magazines

Also ask the librarian for the following magazines for children:

Alf Magazine

Cricket: The Magazine for Children

Highlights for Children

Humpty Dumpty's Magazine

Ladybug: The Magazine for Young Children

Shoe Tree

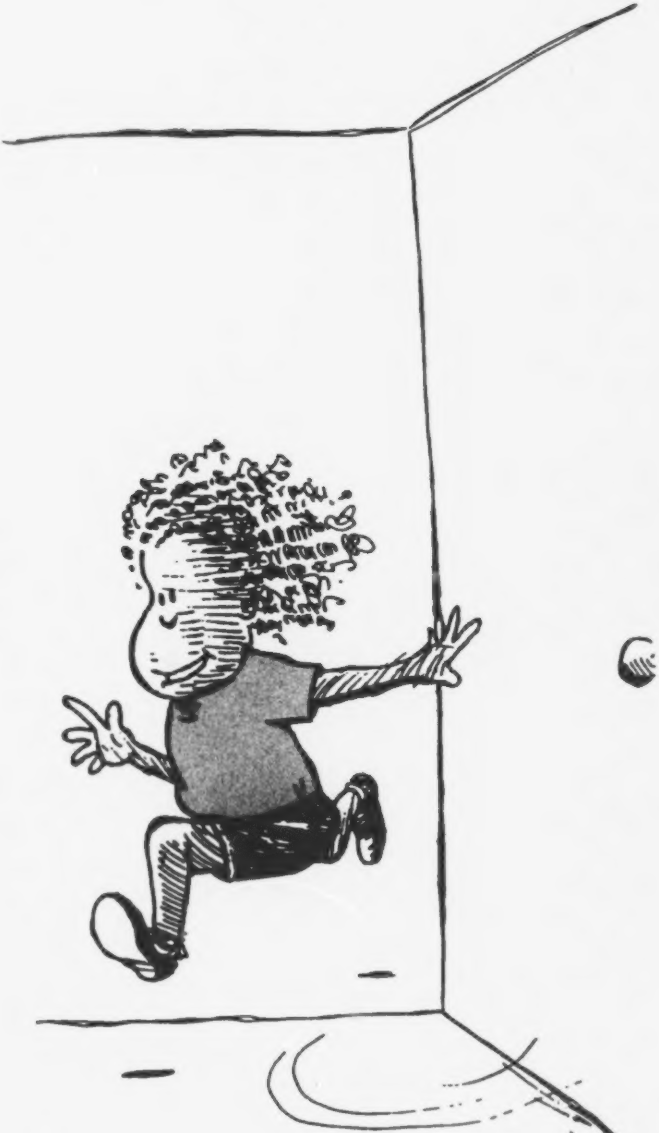
Reflections

* * * *

Children Learn What They Live

- A child who lives with criticism learns to condemn.
- A child who lives with hostility learns to fight.
- A child who lives with ridicule learns to be shy.
- A child who lives with shame learns to feel guilty.
- A child who lives with tolerance learns to be patient.
- A child who lives with encouragement learns confidence.
- A child who lives with praise learns to appreciate.
- A child who lives with fairness learns justice.
- A child who lives with security learns to have faith.
- A child who lives with approval learns to like himself.
- A child who lives with sharing learns to be considerate.
- A child who lives with happiness will find love and security.

Read-along Stories



Tomekia and the Big Black Bear

by Mary Ann Duke

Things to do *before* reading the story

Have you ever seen a bear? Where do bears usually live? Discuss the possibility of a bear being in your backyard.

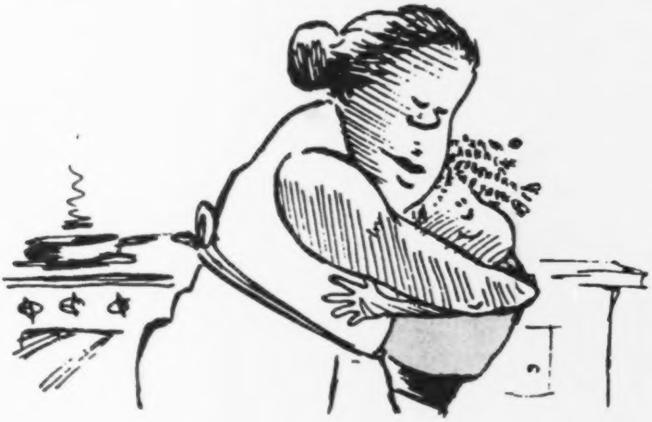
"Mama! Mama! Hurry on out here!" yelled Tomekia. She was yelling as loud as she could and running up the stairs to the apartment where she and her mama lived. "Come on out here, Mama—Hurry! There is something you have just got to see! Come on now! Will you please?" Tomekia was puffing hard as she climbed the last two steps.

Bursting through the front door, Tomekia saw Mama frying bacon and boiling some grits for supper. Tomekia was out of breath. "Child, please!" said Mama. "What is so important that I have to stop making our supper and go outside right now to see it?"

Catching her breath, Tomekia announced, "Mama, there is a *big black bear in our backyard!* And I want you to come see it *now!* I want you to be the very *first* person to see it, Mama." Tomekia smiled as she grabbed at Mama's apron and then put her arm around Mama's waist and gave her a little hug.

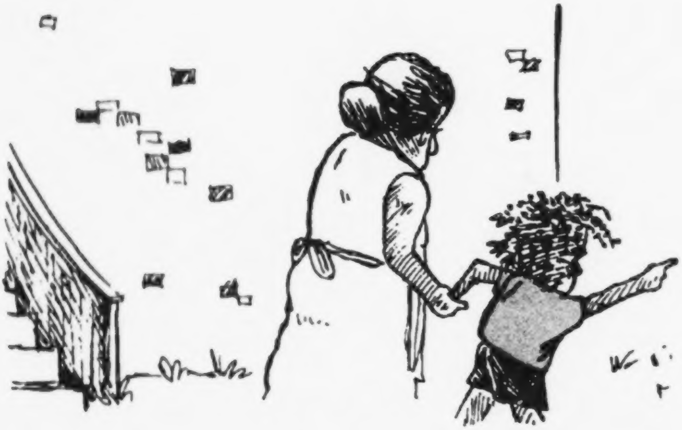
Mama grabbed Tomekia and gave her a big hug, but then a frown came across her face. "What is this you say now? A bear is in our backyard? Listen here to me, Tomekia! You know I have always told you children, since you were little bitty ones, never to tell a lie. So, don't you start telling lies now, honey. A big black bear, indeed!"

"But Mama, I'm not telling a lie. There really *is* a big black bear in our backyard. *Please* come see it Mama! I tell you what Mama, I will hold your hand, and then you won't have to be afraid," said Tomekia as she grinned from ear to ear.



The frown left Mama's face. "Well, I guess it would help if you held my hand, Tomekia," said Mama as she turned out the fire under the grits and bacon. She wiped her hands on her apron and allowed Tomekia to take her hand. Quietly they left the kitchen.

Tomekia led Mama. Softly they tiptoed down the back stairs of their building. As they came around the corner of the building and they could see the backyard, Mama began to frown again. She said, "Tomekia, I do *not* see a big black bear in our backyard at all. Are you trying to pull an April Fool's joke on me?"

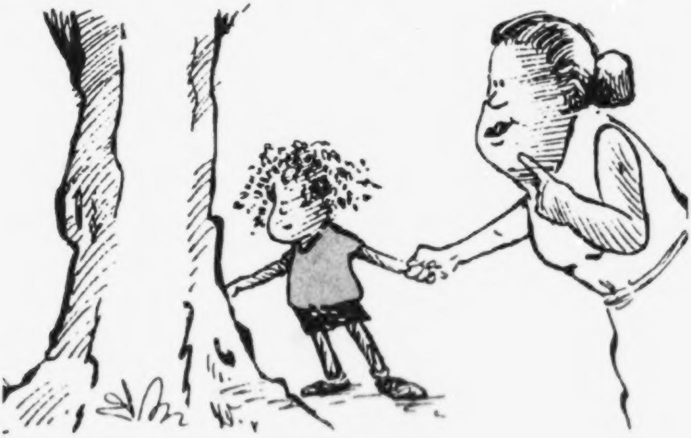


"Mama!" said Tomekia, "We're not *there* yet. But, don't you worry, there really is one—you can count on that." Then Tomekia pointed her finger and said, "You see that big old oak tree over there Mama?"

Mama said, "Of course, I see that big old oak tree over there, but we are not looking for oak trees. We are looking for a big black bear in our backyard." Mama grinned again.

"Oh, Mama," said Tomekia, "The big black bear in our backyard is behind that big old oak tree. So, you'd better get ready. This is *it*, Mama!"

Mama started shaking herself a little and acted like she was scared. "Tomekia! I don't want to go around behind that tree by myself. Are you going with me?"

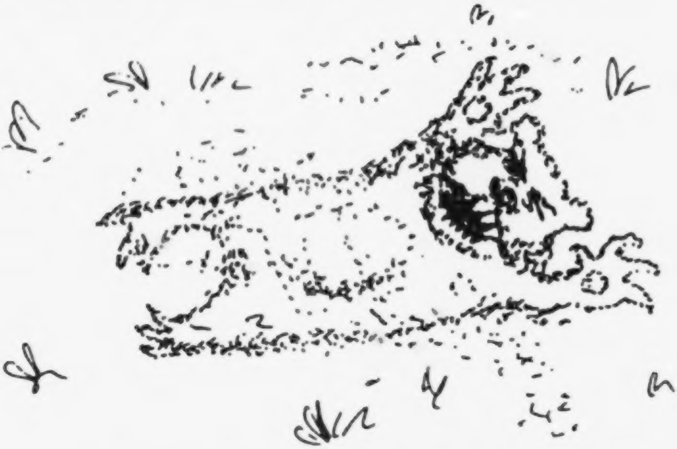


Feeling that she was very important at this moment, Tomekia straightened up her shoulders, held her head high, and said, "Certainly I will. I am not afraid!"

"Oh, thank you, Tomekia," said Mama. "I am so glad that I have my big girl along."

Tomekia took Mama's hand once more, and they both walked bravely around behind the old oak tree. And that is when they saw it. They looked down on the ground, and what do you think they saw? In the black dirt, Tomekia had smoothed a big area with her hands. There, with a small stick, she had drawn the outline of a big black bear! He had big eyes and a big mouth with lots of teeth, and his paws were raised and they had claws.

With a deep breath and a big bear-grin on her face, Mama said, “Oh, I see; I *do* see that big black bear! And do you know what I do to little girls who take me on bear hunts in the backyard?”



Mama grabbed Tomekia up in her arms. “I give them *bear hugs!*” Tomekia squealed, and Mama laughed, and the two of them sat down in the dirt and laughed and laughed.

Things to do *after* reading the story

Try to think of how you can play with words the way Tomekia did. There really was a bear in her backyard, only not a real one. Try using other words to come up with something similar. For example, write the letter "B" and say to somebody "Watch out, there is a bee on the desk!"

Mr. Bizbee and Miss Doolittle

by Tina Tibbitts

Things to do *before* reading the story

Do you know anyone who does something that bugs you a little? Talk about what that person does that bothers you.

Mr. Bizbee lived in the tidiest house in town. The grass around it was always trimmed. Even the flowers stood up straight in their beds. Mr. Bizbee would not have had it any other way.

One day someone moved into the empty house next door. Mr. Bizbee went over to say hello.

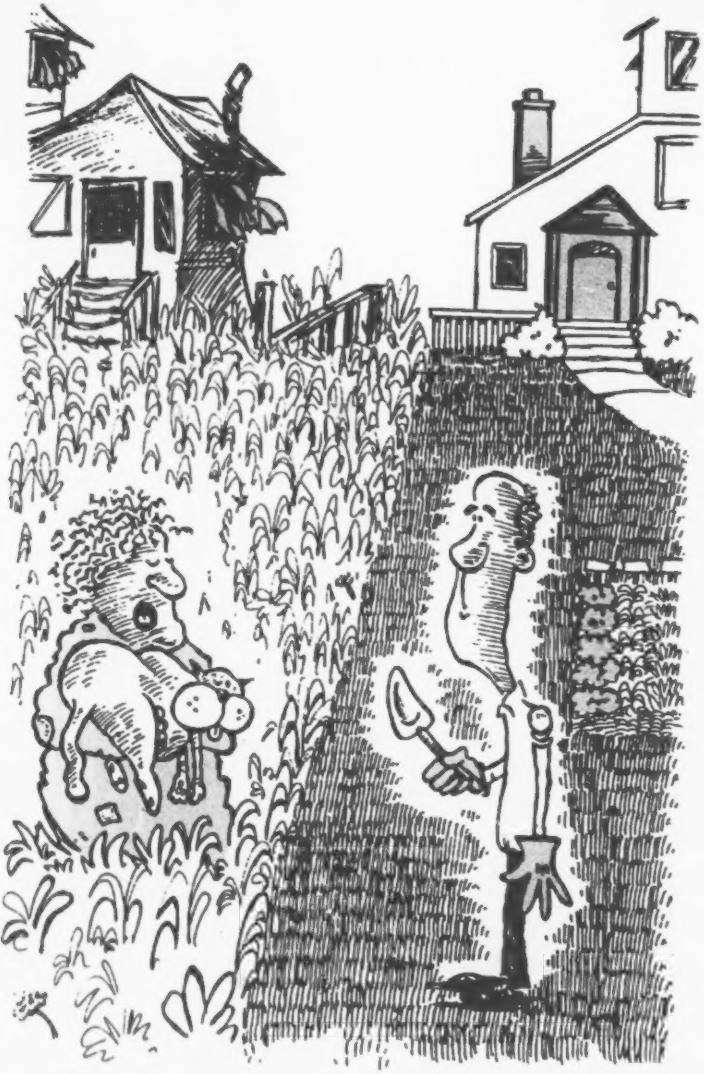
"I'm Miss Doolittle," said the new neighbor. "And this is my cat, Snoozy."

"May I help you unpack your boxes?" asked Mr. Bizbee.

"No, thanks," Miss Doolittle replied. "Whenever I need something, I'll unpack it."

"Perhaps I could mow your lawn," offered Mr. Bizbee.

"Mowing the lawn is a waste of time," replied Miss Doolittle. "Besides, long grass and wildflowers are pretty."



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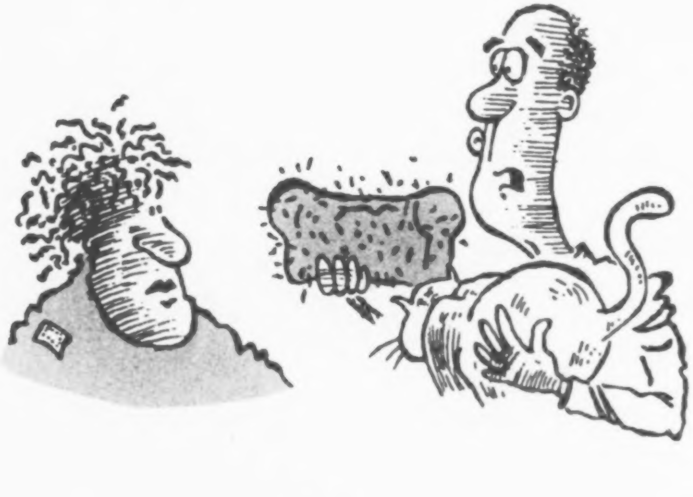
After that, Mr. Bizbee did not go over to talk to Miss Doolittle. They clearly did not think alike. Soon they began to irk one another.

Blooming in Miss Doolittle's yard were what Mr. Bizbee called "weeds". The wind blew their seeds into Mr. Bizbee's yard. Then *he* had a bumper crop of weeds. He sweated for hours, pulling them up while Miss Doolittle sat in her yard admiring the butterflies.

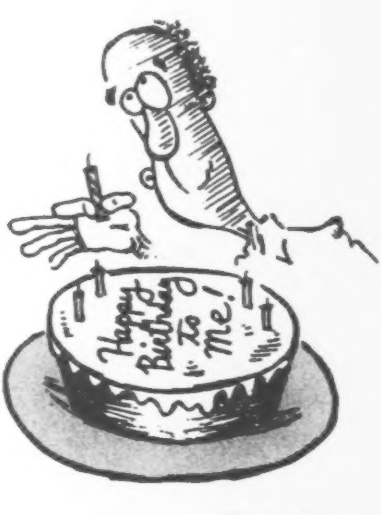
One day Mr. Bizbee put freshly baked bread out on the porch to cool. Miss Doolittle's cat, Snoozy, jumped up on the table and curled up between the warm loaves of bread. When Mr. Bizbee saw this, he grabbed Snoozy and took him over to Miss Doolittle. He told her that all over his wonderful bread were *cat* hairs. She replied that he never should have left the bread out where Snoozy could sleep on it.



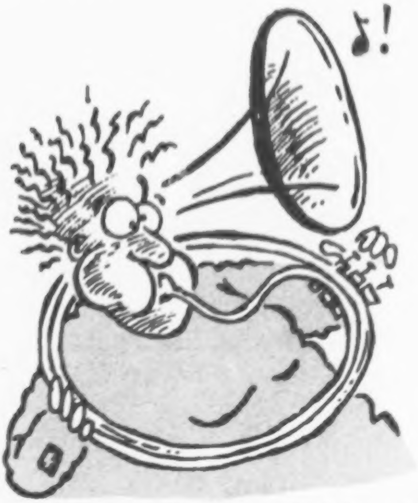
A month later, as Miss Doolittle unpacked a box to get out the mop, she found her old tuba. She began tooting it every day, with the windows of her house open. Mr. Bizbee wore earmuffs to shut out the noise.

Then Mr. Bizbee began learning French. Every evening he sat on his back porch, listening to his French records. The records said the same words over and over. Miss Doolittle got tired of hearing the records and went out to tell him so. Mr. Bizbee said something in French. Miss Doolittle didn't understand French, but it sounded rude to her. She stomped into her house, slamming the door.

Things did not change until one afternoon in autumn. Mr. Bizbee was putting candles on his birthday cake. He felt silly having it by himself, but he had forgotten to invite anyone over. And it was too late now.


Happy Birthday To Me!

Suddenly he heard Miss Doolittle playing "Happy Birthday" on her tuba. Mr. Bizbee could hardly believe his ears. How could she know about his birthday? Although she had strange ideas, Miss Doolittle might yet perhaps be a kind person. Mr. Bizbee decided to go over and share his cake with her.



When Miss Doolittle opened her door, she nearly dropped her tuba. There stood Mr. Bizbee holding a birthday cake with candles blazing. Too surprised to speak, she waved him inside.

"First, Miss Doolittle, let me thank you for cheering me up by playing 'Happy Birthday' on your tuba," said Mr. Bizbee.

"I didn't think you liked my tuba playing," replied Miss Doolittle. "And thank *you* for making me a birthday cake! How did you ever know?"

Mr. Bizbee stared at her. "I made the cake for *my* birthday," he said.

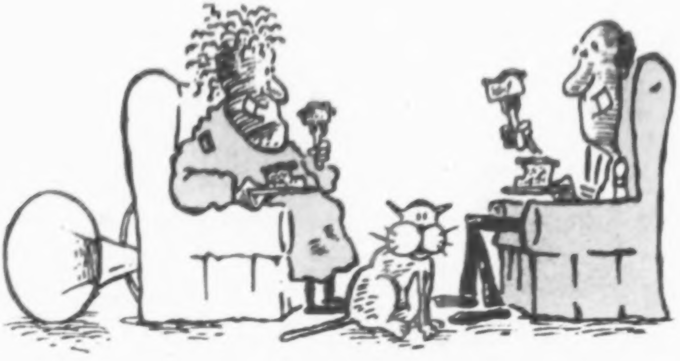
"And I played 'Happy Birthday' to *myself* on the tuba," said Miss Doolittle. Then they both had a good laugh.

"Do you like chocolate cake?"

"It's my favorite kind," replied Miss Doolittle.

So together they had a double birthday party. Even Snoozy joined the fun.

And since that special birthday, Mr. Bizbee and Miss Doolittle have never let their different ways of thinking keep them from being friends.



Things to do *after* reading the story

Think again about the person who bothers you. What do you have in common with that person that you could share or that you could work on together cooperatively? Did the story about Mr. Bizbee and Miss Doolittle give you some ideas? Make a list of a few things that come to mind.

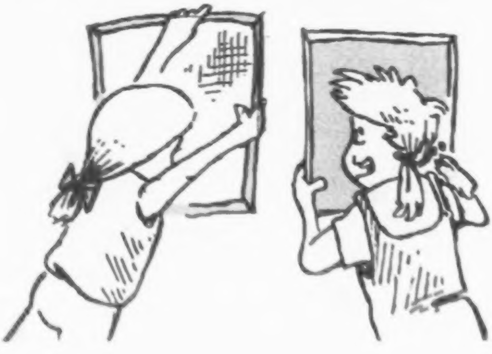
The Great Lunch Disaster

by Kathleen Parlin Van Voorhees

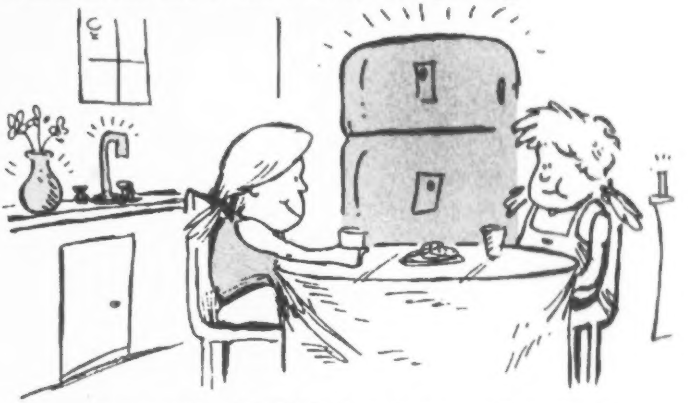
Things to Do *before* Reading the Story

Do you remember any meals at your house that were a disaster? Talk about what happened. Draw a picture of your memory.

Stella was coming to lunch, and everything had to be perfect. Stella Gordon was new in my sixth grade. She wasn't really my friend yet, but I kept running into her because we both liked to stay after school to put up bulletin boards. Stella was smart, especially in math, but not a show-off. She was funny, too, but she never made fun of other kids. I liked her, and I figured she liked me because last week she'd invited me to lunch at her house.



Lunch had been wonderful. Her house looked like something out of a magazine. It was brand-new, and everything smelled like lemon furniture polish. Mrs. Gordon served homemade soup, sandwiches on just-baked bread, and chocolate chip cookies still warm from the oven. I loved everything.



It wasn't a bit like lunch at my house. Mom and Dad both work full-time, and during the week things get pretty messy.

Gloria, my sister, eats at the junior high, but starting this year I come home and eat lunch by myself.

Stella thought that was really something. "You mean you're there all alone?" she asked. "Aren't you scared?" It was recess, and I'd just invited her to lunch the next day.

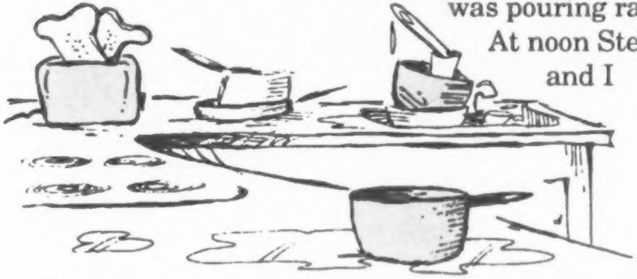
"Well, it was a little creepy at first," I admitted, "but now I don't even think about it."

"Sure, Grace, I'd love to come," she said. "I just hope it's O.K. with my mother. You know, no supervision and all...."

As it turned out, Mrs. Gordon wasn't sure, and it took a phone call from my mother to convince her that our smoke alarms had fresh batteries and that I was basically trustworthy. Finally she said yes.

That night I ran around cleaning up the house and hounding Gloria to get the laundry off the couch. I washed, wiped, and swept the kitchen until it sparkled. I planned to have tuna salad and Wonder Bread for sandwiches, a can of tomato soup, and a package of Double-Stuff Oreos. It wasn't as exciting as the lunch we'd had at Stella's, but it would have to do.

The next morning I overslept. By the time I came downstairs, the kitchen was a mess again; Gloria had made waffles and hadn't cleaned up. I wiped up the sticky counters, but it was getting late. In desperation I put the dirty dishes into the oven; at least they were out of sight. I had wanted to polish the furniture, but there was no time, so I sprayed lemon wax around like air freshener. At least it smelled right. Then I dashed off to school. It was pouring rain. At noon Stella and I walked to my house. The sun was out, and I began to relax a little. Everything was ready. This was going to be a great lunch!



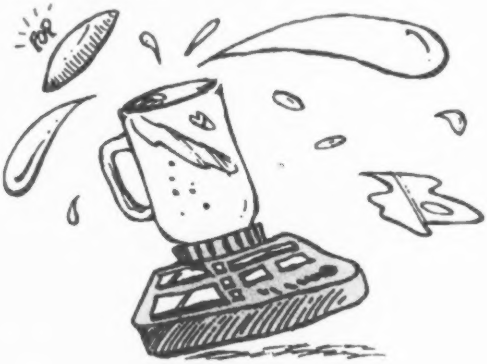
When we got home, I realized I'd forgotten my house key. "No problem," I assured Stella. I fetched the stepladder, climbed through a kitchen window, and hopped to the floor. Before I could open the door, Stella had followed me, only she placed her foot wrong and ended up sprawled on the kitchen counter.

"Ugh! What's this?" she exclaimed. "This," of course, was the one blob of waffle batter that I'd missed wiping up, and it was all over her hand. I mumbled something about my messy sister. "It's O.K.," she said, wiping off her hands. "Can I help?"

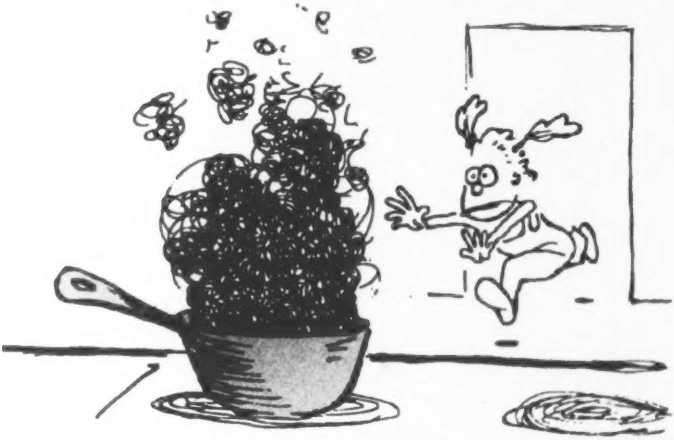
"You can start the milkshakes," I said, stirring the soup in a saucepan. "It's really just regular chocolate milk, but if you mix it in the blender, it comes out nice and foamy."

Stella put the milk and the chocolate powder into the blender. "Now what?" she asked.

"Just flick the switch," I told her. The blender roared to life, Stella shrieked, and cold milk flew all over the kitchen. "Put the lid on! Put the lid on!" I yelled.



"Hey, I'm sorry," Stella said. "I've never used a blender before." She mopped her face. "Uh, is the soup supposed to be doing that?" I grabbed the saucepan just as tomato soup boiled over onto the burner. A charred smell filled the air, and the howl of the smoke alarm filled the kitchen.



"At least I can tell my mother it works!" Stella shouted as I climbed onto a chair to reset it. I laughed weakly, silently praying that nothing else would go wrong.

I made the sandwiches and ladled out the soup (it was fine if you didn't scrape the bottom of the pan too hard). Stella, peering through the window on the front of the oven, suddenly asked, "Are you baking something in there?"

I pretended I hadn't heard her. "Lunch is ready!" I announced. "O.K. with you if we eat in the living room?"

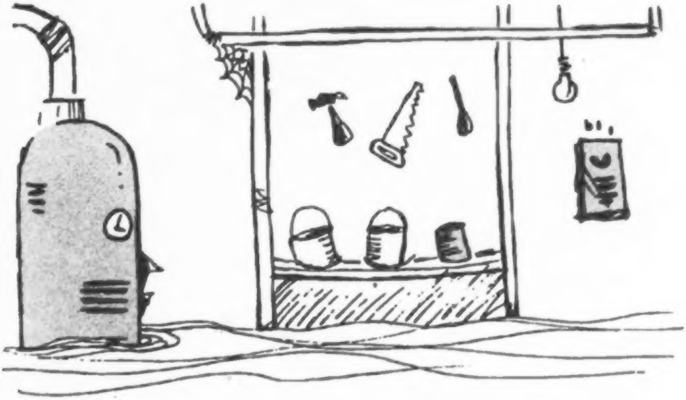
"Sure!" Stella said. "My mother never lets me eat anywhere but the kitchen!"

I took the soup and sandwiches out to the coffee table, while Stella followed with plain chocolate milk. We were just about to eat when, suddenly, from under the couch came a long, weird yowl. Stella jumped. "What was that?"

"Oh, that's just Napoleon, my cat," I said. "I'd better feed him." I headed for the basement, only to stop halfway down the stairs. "Oh no," I groaned. "Not again! Not today!"

Stella joined me, and her mouth fell open. The cellar floor was flooded with an inch or so of grimy water. "What on earth...?"

"It's the rain," I explained, putting on my rubber boots. "The house is pretty old, and sometimes the cellar walls leak."



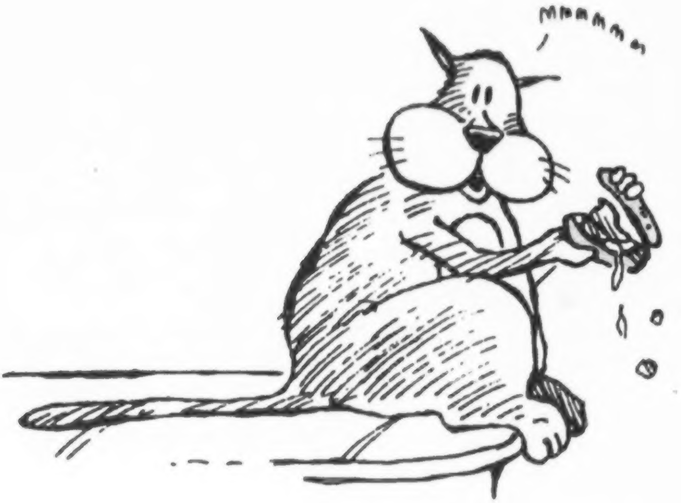
Stella looked horrified, and I added quickly, "It'll drain off in a couple of hours, and the shelves are raised, but I'll have to move a few things."

"I'll wear these," Stella said, pulling on my father's boots.

"You don't have to do that! The water's pretty dirty!"

"That's O.K.; I don't mind," she said and promptly waded in to pick up a box. I shook my head and followed. I bet her house didn't have leaky walls!

There wasn't much to move, and five minutes later we kicked off the wet boots and started for the living room. We found Napoleon sitting on the coffee table, nibbling daintily at Stella's sandwich. "Bad cat!" I shouted, flapping my arms at him. He gave me a disdainful look and calmly hopped down.



It was the last straw; I could only laugh. Stella started to giggle, too, which made me laugh even harder. She collapsed into a chair, and I fell back onto the couch and grabbed a pillow, only to find one of Gloria's bras underneath. That really did it; Stella and I howled until our stomachs ached.

Finally, I calmed down. "This whole lunch has been a disaster," I said.

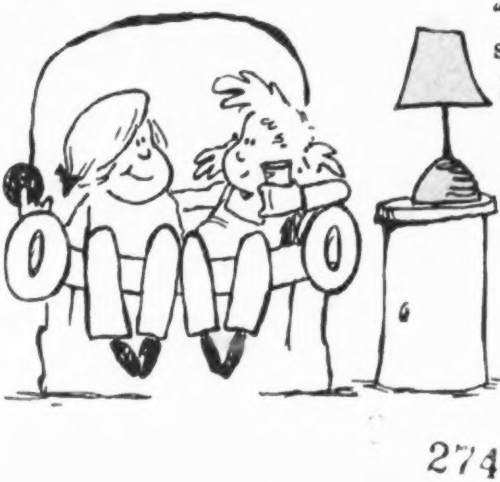
"Disaster?" Stella wheezed. "This has been great!"

I stared at her. She couldn't be serious! "It wasn't anything like this at your house," I challenged.

"It sure wasn't. We don't even have a cat. My mother—," she sputtered, "my mother says they aren't sanitary!" And once more we went into hysterics.

"You know," I said finally, "I'm hungry."

"Me, too," said Stella. "How about some cold soup?"



"Forget the soup!" I said grandly. "Let's just have Oreos and chocolate milk."

So we did. And Stella was right; it was a great lunch. The great lunch disaster! Next time, we decided, Stella can make the soup and I'll take care of the milkshakes—but we'll feed Napoleon first!

Things to do *after* reading the story

Do you know a family that you wish your family could be more like? What things about them or their home attract you? What are the differences between that family and yours? What are the similarities?

We hope you have had fun with these stories!

Books of Special Interest to Parents from the Family Literacy Center

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten ($1.75, includes postage).

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their child's writing at home. Offers writing and reading activities ($1.75, includes postage).

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their child's literacy. Provides activities for talking, reading, writing, and listening ($1.75, includes postage).

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents to help them encourage their child to read. Offers several practical activities for parents ($1.75, includes postage).

Creating Readers and Writers, by Susan Mandel Glazer. Suggests that parents: 1) encourage the use of language; 2) build positive attitudes toward reading, writing, and speaking; and 3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups ($1.75, includes postage).

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenager to read more. Shows how reading can serve adolescents' needs, and presents future needs that reading can fulfill ($1.75, includes postage).

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Ideas are presented to help parents use resources from around the home to promote literacy. The activities are educationally sound and fun for the parent and child to do together ($4, plus $2 for postage).

Forthcoming . . .

Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties.

Encouraging Your Junior High Student to Read, by John L. Shefelbine. Discusses why reading for pleasure is important. Suggests how to find time for reading, gather a variety of materials, and help a child who has difficulty reading.

Subscription Rates:

The cost for a journal and matching audio tape each month is $6, or $60 for a one-year subscription. Quantity discounts are available. The price for libraries is $75 a year, $150 for two years, and $225 for three years. The journal is also available without the audio cassette for $4 per issue, or $40 for a one-year subscription.

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_______ *Beginning Literacy and Your Child ($1.75)*

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_______ *101 Ideas to Help Your Child Learn to Read and Write ($6)*

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Future Issues of Parents and Children Together

Holiday Reading
Learning Science at School and Home
Recreation for Health and Learning
Health and Diet
Learning Math
Stretching Young Minds in the Summertime
Parents as Models

December 1990

Parents and Children Together

Holiday Reading

Read-along Stories:
Eloise and Mr. Loopey
A Football for Mrs. Goldman
A Time for Giving

BEST COPY AVAILABLE

This booklet has a companion audio tape on "Holiday Reading." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that are not spoken on the tape.

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ANTLERS AND YOU

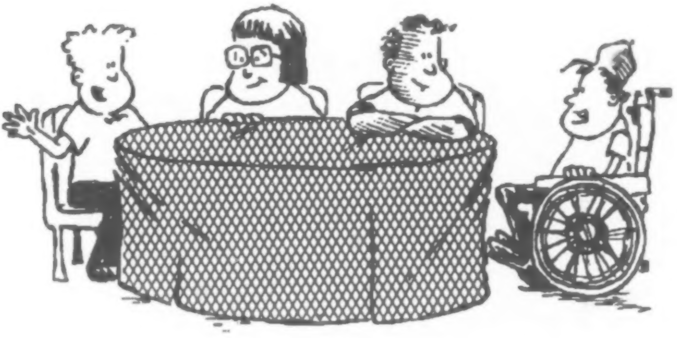
Getting Started

Welcome to this month's issue of *Parents and Children Together.* In this issue we discuss some ideas about holidays and how you can share them with your children. On Side B of the tape (and in the second half of the booklet), we have three read-along stories. We encourage you to listen to these stories and to read them with your children so that they can participate in the excitement of story reading. Of course, your child can listen to the stories alone, if you wish.

Holiday Reading

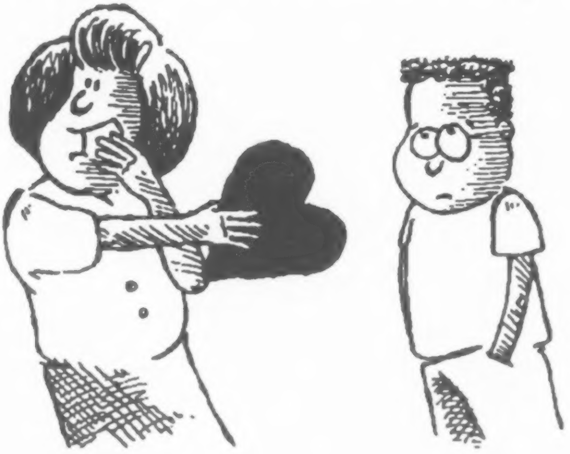
We all like to feel that we are in the center of things, that we are "with it." So do our children. When our friends talk about their travels or vacations, for instance, we want to add our own travel adventure just to show that we are part of the group, that we have experiences similar to everyone else's.

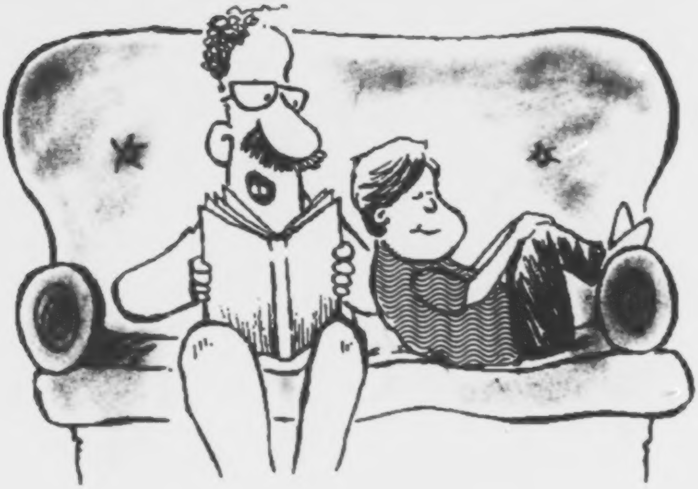
In school, our children want to belong to the group just as we do. An important part of their learning arises from their participation in group discussions, and we can help them learn to participate.



Take national holidays as an example. National holidays frequently become the focus of discussions in school. Many schools organize parties or programs around Thanksgiving, Christmas, Halloween, and sometimes Valentine's Day. I know that some of those are not federal holidays, but Halloween and Valentine's Day have captured our imagination sufficiently to make them big events in many schools. So children and teachers often dress in costumes and distribute greeting cards to one another, even though they don't have a free day.

If a holiday brings a celebration in school, then your child wants to know enough about it to share in the excitement, or at least to feel knowledgeable. That's where you can help as a parent. You can provide information and give your child enough background to join in the celebration with the other children. You can talk to your child about your own experiences or you can get books from the library or the bookstore to broaden his or her background.





Isaac Singer, one of America's Nobel Prize winners, said that "...the power of the word is the best medium to inform and entertain the minds of our youngsters." That means that by telling or reading a story to your child, you can greatly influence his perception of the world. Children's books, then, should be one of your major tools in the education of your child. The stories in books create a sense of drama that will make the ordinary things of life, such as holidays, seem quite personal and real to your child.

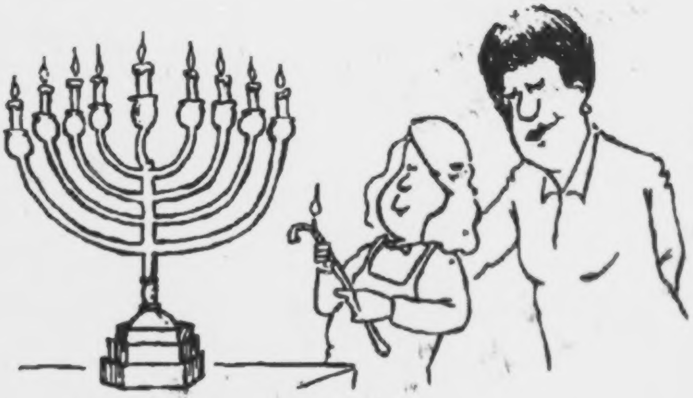
In the United States we have many races, many nationalities, and therefore, many cultures. Some of the holidays celebrated in our communities reflect those cultures. By reading about and discussing holidays as cultural events, you may be able to help your child understand these holidays.

HALLOWEEN now stands for ghosts, witches, and strange costumes, stemming from an ancient Celtic festival of the dead. When the Celts, early ancestors of the Irish and the Scots, became Christians, they combined the ancient festival of the dead with a new one, All Saints' Day, honoring deceased saints. The evening before All Saints' Day was called All Hallows Eve. Eventually the words ran together into our present-day "Halloween." You may find that Halloween is a good time to talk about death and some of the other things that frighten your child.

THANKSGIVING is a holiday that fairly well explains itself in its name. It is a day to give thanks for life and food and family. Originally, it was a day to thank God for the harvest, and schools often hold plays to reenact the Pilgrims and native Americans eating turkey together to show their friendship and their thanks for a good harvest season. Today the holiday allows families to celebrate family love and to offer thanks through prayer or through expressions of love for one another.

CHRISTMAS marks the religious celebration of the birth of Jesus Christ but has also become a national holiday for sharing gifts and friendship. When the United States was predominantly Christian, Christmas was primarily a religious holiday. Now that people of many other religions, and people with no religious affiliation, make up a significant part of America, Christmas is celebrated in many different ways. You can find literally hundreds of children's books that tell stories of friendship, family warmth, and Christ's birth.

Some Americans may not celebrate Christmas, and children from those families may feel a little out of step. This presents us with an opportunity to discuss the religious or ethnic celebrations of other people. The Jewish feast of **HANUKKAH**, for instance, is a celebration that remembers the faith of Jews long ago. We can talk about the value of traditions, look at a map or a globe to see where other religions or traditions come from, and, of course, respect those celebrations even though they may not be national holidays in the United States.



Every nation celebrates its heroes, and we have several holidays devoted to individuals, such as **COLUMBUS DAY** and **MARTIN LUTHER KING, JR. DAY**, and several to groups of heroes, for instance, **PRESIDENTS' DAY** and **MEMORIAL DAY**. These holidays give us a chance to read about and to discuss the contributions that many different people make to our society.

Both Christopher Columbus and Martin Luther King, Jr. were visionaries in their own times and displayed enormous courage. Columbus, an explorer, fought ignorance and mutiny to open a new world that eventually was named North America. King battled prejudice and violence to open the doors of economic and social freedom for African Americans. King is often called a prophet, reflecting his vocation as a Christian minister and his role as a leader who called people to face up to their moral responsibility.

A few samples of appropriate books for these holidays are listed in other sections of this issue of *Parents and Children Together*. Public and school libraries provide a variety of picture books, fiction and nonfiction books, tapes, and videos. By all means, take advantage of these opportunities to teach the underlying values that are part of these traditional holidays.

Speaking of values, your family unity is built upon common interests and shared experiences. By making books a regular part of a family gathering, you help your children grow in thoughtfulness and in respect for family ideas. Here are some steps that you can take to encourage the use of books as a shared experience in your family:

☞ First, make a commitment to use books as part of holidays or special family gatherings, such as birthdays.

☞ Second, before these special family events, think about a book or books that might fit the occasion. Give books for fun and adventure, too, not just for serious purposes.

☞ Third, ask others for ideas. Teachers and librarians should be your favorite resources. They deal with kids' interests every day.

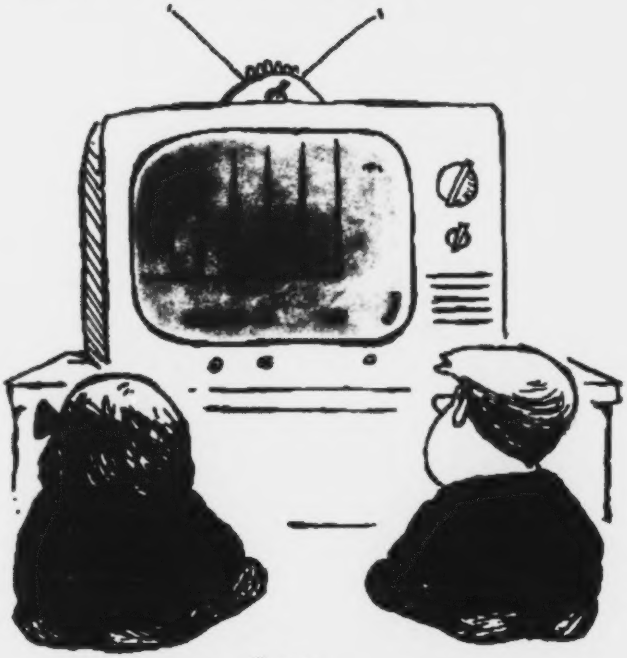
☞ Fourth, be willing to read along with your child, or read alternate pages with your child. Sharing the same book often creates an atmosphere for the exchange of feelings and ideas that might not occur through other media.

So now, when you think about holidays, think books, books, and more books. As book events become part of your family gatherings, you'll be surprised how much fun you all will have in sharing your ideas.

Questions for the Holidays

All parents have questions and need answers about the academic growth of their children. Here are some questions that might come to mind as you think of holidays and celebrations.

Between computer games and television viewing, my children are glued to the TV during vacations. How can I get them involved in something else?



You may need to set time limits for TV watching and computer-game playing. Be consistent in sticking to your decision regardless of your children's pleas to give in! When TV time and video playing are limited, then you will need to provide your children with other interesting ways to occupy their time. Sending them off to do other things may not be enough. You may need to *do* things with your children to get them started. You can involve them in indoor activities such as board games, card games, jigsaw puzzles, a hobby or craft that the entire family can enjoy, or reading for pleasure. Outdoor activities can include sports, games, exercise, or outdoor hobbies and interests. A balanced program of TV, games, athletics, and reading will keep your children healthy and expand their interests.

Every year we travel to visit our relatives over the holidays. Last year the trip was a disaster. The kids were so unhappy in the car. Do you have any suggestions to make our trip a more pleasant experience?

Reading in the car, either silently or aloud, can be entertaining, but some people may not be able to read in a moving car. Try "listening" to stories in the car. Libraries provide an excellent source of book tapes for children and adults.

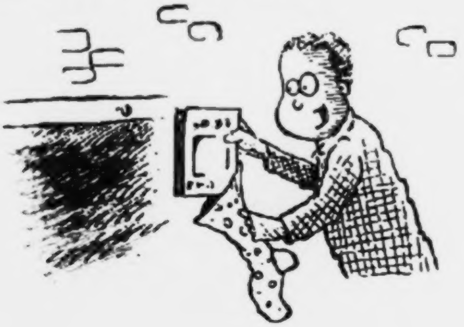
Play a tape of a book that you want to read, ask your children to be quiet for awhile, and don't be surprised if you find they are quite interested. You and your children can tape record your own favorite books to use in the car. That's another way of sharing reading. Riddle or joke books, crossword puzzles, or word searches are less stressful reading and require less concentration than story books.

Your library may have books to check out that suggest activities to do while travelling. Such activities might be check-lists or treasure hunts that involve the children in looking for certain things along the way, like particular animals, a certain type of car or truck, or signs that contain a specific type of information. License plates, billboards, and information signs provide activities for practicing letter, sound, and number recognition.

Take along a map or atlas and let your children chart your trip or locate places on the map as you pass through. You may bring games from home that would work well in the car, such as trivia games or a game of 20 questions. Your children may get some ideas for games and activities after being in the car for awhile. Whatever you decide to do in the car, be sure to involve your children in planning your travelling activities and in selecting listening tapes.

We don't have many holiday traditions in our family. What are some examples of family traditions we might be able to begin in our family?

Traditions are customs or practices we continue to do over a long period of time. Often these customs or practices are handed down from family to family, generation to generation. Traditions can range from the food we eat to the songs we sing to the stories we tell. You want family traditions that hold special meaning to your family. Maybe there is a particular story or poem that your family enjoys reading or listening to. Sharing that special story during the holiday season when the family has gathered can become a tradition.

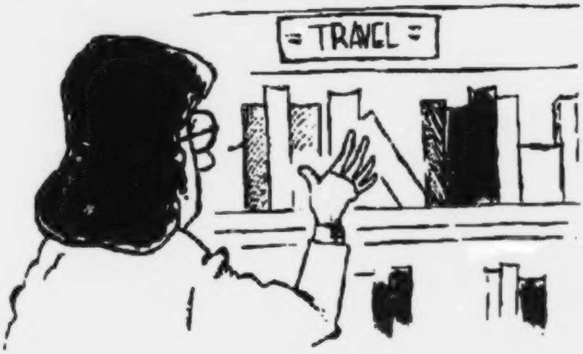


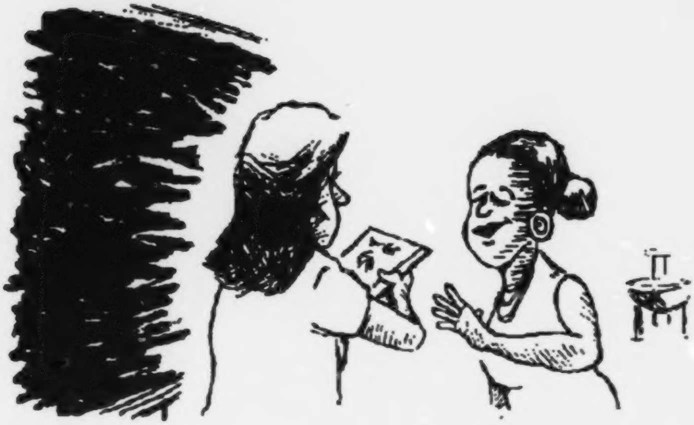
Tradition can be established in gift giving. For example, as a child, everyone in my family received a book in our stocking on Christmas morning. I have carried on that same "tradition" for my children. We all "expect" and look forward to finding the new book in our stocking! Purchasing a book that the whole family would enjoy together could become a family tradition, especially if you take the time to read it aloud.

Traditions are made because a family wants to share things that are important to them. Traditions bring families together. It is not what you do that is important; the important thing is that you share it consistently as a family.

I would like to give my children books for gifts. What are some guidelines I can use?

A good place to start might be with your children. Ask them to make a list of book titles that they like to read. Often, children enjoy rereading a book that has been read aloud to them at school or a book a friend has read. Their list may give you clues about the types of books they like. Take your children to the library or book stores.





Learn to observe your children's reading habits so you can become familiar with their reading ability and interests. Teachers are good sources of reading suggestions. Your children's teachers can suggest appropriate reading levels, interests, and titles for your children. Many teachers send home monthly flyers from book clubs that have appropriate reading levels. Let the teachers know you are interested in choosing the right reading level for your children, and they can send the book club list that can best meet your children's reading needs. Most paperback books and some hardcover books have a reading level somewhere on the cover that can provide guidance for selecting books. Ask teachers, bookstore owners, and librarians to show you where to find the information.

If you have questions you want answered about school and learning, please write to us and we will try to answer them for you. You may find your question in another issue of *Parents and Children Together.*

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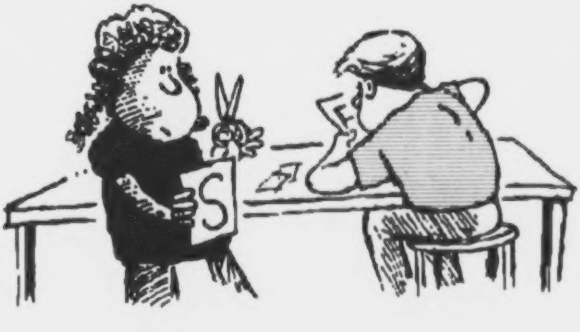
Holiday Activities

As parents, we are looking for activities that will benefit our children. Here are some holiday activities to enjoy with your children.

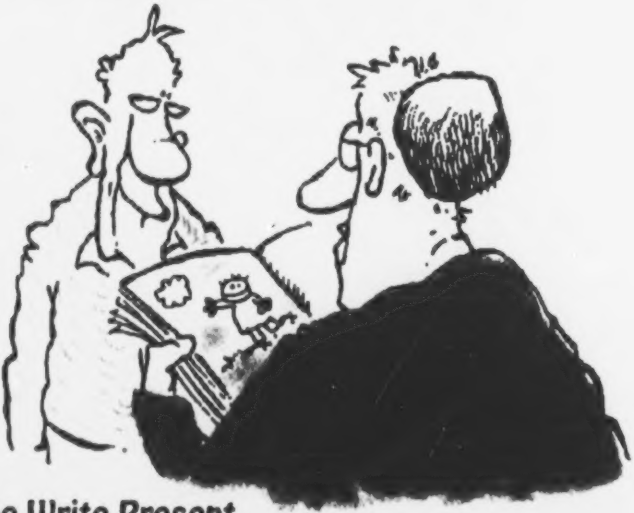
Word Games

- To play word games, use winter words and phrases you are familiar with. Try to spell other words using the letters of a phrase or group of words. For example, from the words “season’s greetings” the words sing, song, greet, great, sons, ginseng, and grease can be spelled. Set a designated period of time (a kitchen timer may be useful) and see who can find the most words before the time expires. Here are some other words and phrases you can use: hot chocolate, snowflakes, merry Christmas, Santa Claus, happy Hanukkah, happy new year.



Family Memories

- Record a family memory to give as a gift during the holiday season. Make a book or album of a family outing or event such as a birthday or a Fourth of July picnic. Use photographs or drawings to illustrate the story. Relatives and friends who live in other cities and states and who could not be there, will enjoy sharing in these family moments.

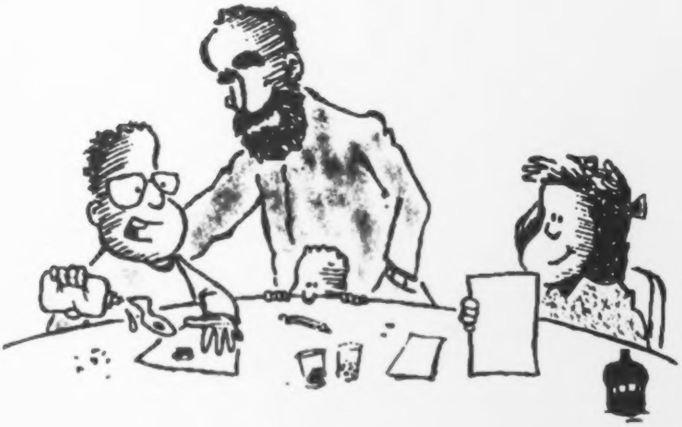


The Write Present

- Begin a family tradition by giving your children stationery as a gift. Then when it is time to thank family or friends they can write a note or a letter with their new stationery. You can use regular paper and have your children personalize it by using their own drawings or designs. This stationery will save money on the phone bill and give your kids a reason to write during their holiday break.

Family Greetings

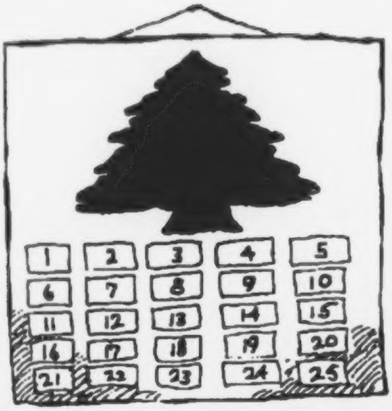
- If your family sends out greeting cards during the holidays, try making your own. Use construction paper or typing paper. Your children can decorate the cards, or write the greeting.



The Advent Calendar

Beth Smith, a Chapter 1 director in Columbus, Indiana, sent us this story about a family tradition in her home.

The Christmas season has always been one of my favorite times of the year. But as a working mother who was raising two daughters, I often found it to be an extremely busy time demanding all of my energy and sometimes leaving me feeling cross and irritable, knowing that I was not handling things at home as smoothly as I should. Then an advent calendar became a part of our Christmas traditions.

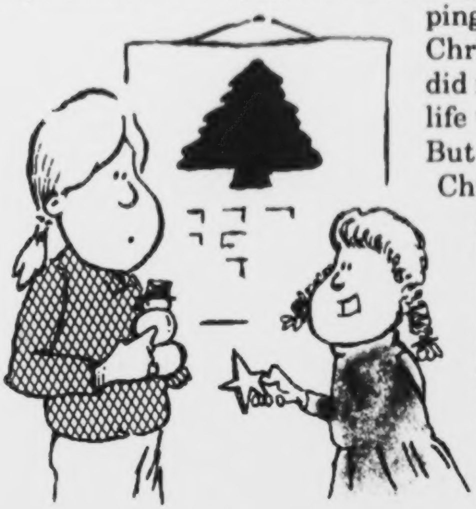


The church I attend conducts a Christmas bazaar in early November. The year my daughter Elizabeth was 11 years old and my daughter Carol was 7, I went to the bazaar more out of support for the ladies who had made the handcrafted items than from actually needing a new Christmas item. As usual, there were many beautiful items, but I saw one that I thought Elizabeth and Carol would like. It was a perpetual advent calendar. The background was a huge green felt Christmas tree, and below the tree were 25 pockets each holding a tiny felt animal or object. I took it home, put it in an upstairs closet and forgot about it.

As the first of December neared, I began to feel frustrated and overwhelmed. Teaching second grade was demanding enough. Shopping, wrapping presents, baking, and all the other preparations I did to make sure my family had a wonderful Christmas added to my exhaustion. Elizabeth, Carol, and my husband began to be affected by my trying to be a super mom and attempting to make the Christmas season an absolutely perfect time for my family.

On November 30th I wearily went upstairs to find the new advent calendar to hang in the family room. Elizabeth and Carol had not seen it before, and they were so excited when they did. They loved the tiny pink mouse in the first pocket, the stately camel in the sixth pocket, the bright gold star, the snowman, and Santa Claus. They began to argue over who would hang each item on the tree. As I tucked them into bed that night, I said they would take turns and Elizabeth, since she was older, would hang the mouse on the tree the next morning. Then Carol would add the next item on December 2nd and so on.

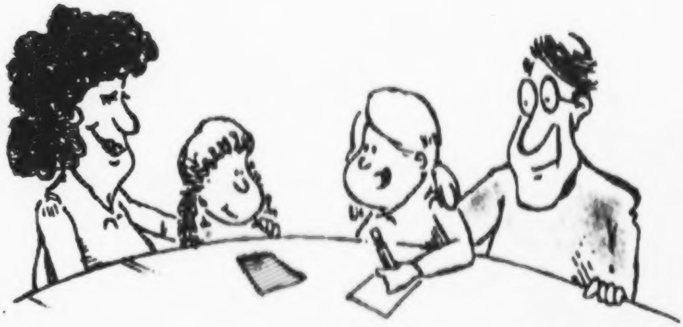
That night as I lay in bed I realized that something as simple as an advent calendar was going to bring much pleasure to my daughters. And then I received an early Christmas present in the realization that the very best Christmas gift I could give my children was *my time*. If the shopping, wrapping, and Christmas baking did not get done, life would go on. But the Christmases that my girls would be home eagerly anticipating all the joys of Christmas would be few and pass all too quickly.



The next morning, Carol, my husband, and I gathered around the advent calendar as Elizabeth snapped on the soft, pink mouse. The following morning we gathered about Carol as she hung the bright blue toy drum on the tree. The advent calendar was the beginning of a very happy December for our family.

At least twice a week we sat down as a family and talked about what we would do for this Christmas season to make someone outside our family happy. From these discussions many good things happened.

Elizabeth wrote a list of names of people for whom she wanted to make Christmas cards. We talked about the importance of making each card personal for the one to whom the card would be sent. She chose pictures to paste on the cards that she thought the person would like. Then she wrote a sentence or two just for that person.



Carol wanted to give her teacher Christmas cookies. So one evening after school, Elizabeth and I helped Carol make cut-out sugar cookies. Carol sprinkled red sugar on each because she said her teacher's favorite color was red.

That particular Christmas was the beginning of our family tradition of slowing the pace of the holidays and preparing surprises for others. This Christmas our advent calendar is 17 years old, but I still look forward to hanging it in a prominent spot on November 30th. Both our daughters now have children of their own and have started their family traditions, but I will always have a special place in my heart for our advent calendar and the joy it brought to my daughters.

If you have helpful ideas that have worked for you and your children, please send them to us and we'll try to share them with our readers.

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Books for Parents and Children

On pages 25 to 31, you will find a list of books for parents and children. Reading books can be a wonderful way to share a holiday with your child. The books are divided into different categories to aid your selection.

In the *Books for Parents* section, you will find books that will give you a variety of ideas for celebrating different holidays with your family. *Books to Read Together* lists books that parents may read to their children. Those books and *Books for Children to Read by Themselves* have been divided according to age groups. The divisions are only general guidelines. A different list of books for parents and books for children appears every month. You should be able to find these books at your local public library or at most bookstores.

At the beginning of this issue we mentioned that Side B of this tape contains three stories that are designed to be read-along stories. You may read the story by yourself while your child follows along, or you both may read while you listen to the tape recording. Use the tape recording as a model. You may want to take some time to look ahead at these stories before you read with your child.

Then turn on a tape recorder so that your child can listen and read along. But keep in mind that it is important to talk about the story ahead of time.

Before reading the story, talk about the title or the things that might happen in the story. Then—after the story is finished—talk about it again. By the way, if in the middle of the story something funny or exciting or interesting happens, it's O.K. for you to stop the tape and discuss the event, or for your child to ask questions— "Do you have any made-up names for things?" or "Have you ever had trouble understanding someone because of his accent?" or "What would it be like if you didn't have parents during the holidays?" These questions make the interaction between reading and human life even more valuable.

When you and your child are ready, press fast forward. Then turn the tape to Side B and listen to the stories as you read along together. If you prefer, you may read the stories aloud while your child reads along in the booklet.

Books for Parents

Children's Parties, by Juliette Rogers and Barbara Radcliffe Rogers. A parents' guide to planning unique celebrations with their kids. Gives ideas for costumes, games, favors, decorations, recipes, and invitations for many different occasions and holidays.

The Jewish Holidays, by Michael Strassfeld. This guide to the practice and meaning of the annual Jewish holidays, explains traditions, customs, and festivals. Also includes poetry, illustrations, and inspirational pieces.

Celebrate the Wonder: A Family Christmas Treasury, by Kristin M. Tucker and Rebecca Lowe Warren. Explores Christmas customs from different parts of the world, and ideas for celebrating Advent and Christmas. Includes instructions for making gifts, cards, decorations, ornaments, and wrappings.

Take Joy! by Tasha Tudor. Full of things for a family to do together at Christmas. Contains Christmas lore and legends, songs, carols, poems, stories, traditions, customs, and recipes.

Books to Read Together

Ages 4-6

How the Grinch Stole Christmas, by Dr. Seuss. The Whos in Whoville love Christmas, but the Grinch doesn't. He tries to foil their festivities by stealing their trees, gifts, trimmings, food, and tinsel. The Whos show the Grinch that their celebration doesn't come from a store.

The Little Old Lady Who Was Not Afraid of Anything, by Linda Williams. This lady is brave, until she is followed by different parts of a spooky individual. The gloves, shoes, pants, etc., all make fun noises for children to imitate while the story is read.

Looking for Santa Claus, by Henrik Drescher. Maggie goes on an adventure around the world on her cow, Blossom. Igor, Frits, and Abdul become their friends and join them in sharing the spirit of the holiday with Maggie's three unusual aunts.

Ages 6-8

The Polar Express, by Chris Van Allsburg. One Christmas Eve a magical train comes by and takes a boy to the North Pole. After his mysterious ride and his baffling visit, he is given a silver bell. The bell rings only for those who truly believe.

The Biggest Pumpkin Ever, by Steven Kroll. Desmond and Clayton find a perfect pumpkin for the pumpkin contest. They take special care of it while it is growing, and neither one knows the other is doing the same thing. Because of the "double" special treatment they have a super-gigantic pumpkin!

Arthur's Valentine, by Marc Brown. Someone wants to be Arthur's valentine. He hopes it is Sue Ellen and not Buster playing a joke or Francine teasing. He leaves some kisses for the mystery valentine, but not the kind she is expecting.

Ages 8-10

Light Another Candle, by Miriam Chaikin. Presents the story of Hanukkah. Explains the symbols, worship, and culture found in Jewish history.

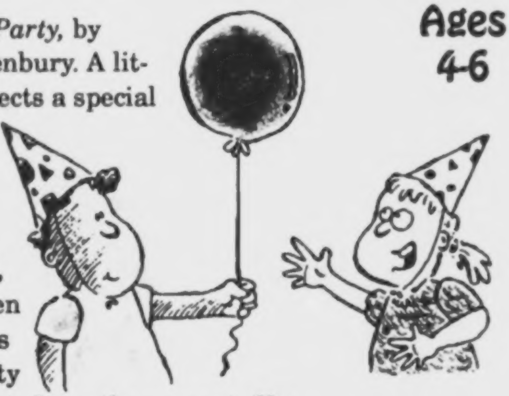
Cranberry Valentine, by Wende and Harry Devlin. Mr. Whiskers tells Maggie and her grandmother that he has never received a valentine. A few days later he begins getting several in the mail. He starts to worry until he accidentally discovers the group who has been sending them. (Includes a recipe for cranberry upside-down cake.)

The Scarecrows and Their Child, by Mary Stolz. Miss Blossom and Handy marry and have a child named Bohel. Together, they share a magical and loving Halloween. (Short chapters for those ready for chapter books.)

Books for Children to Read by Themselves

Ages 4-6

The Birthday Party, by Helen Oxenbury. A little girl selects a special gift to take to a birthday party for her friend, John. When she arrives at the party she wants to keep the present. She enjoys the party and, when it is time to leave, John gives her a balloon that he wants to keep.



An Edwardian Christmas, by John S. Goodall. Share through pictures a holiday of long ago in England. See the dancing, parties, elegant dress, and beautiful countryside from a Christmas past.

Louanne Pig in the Mysterious Valentine, by Nancy Carlson. Some one gives Louanne Pig a beautiful valentine, but it isn't signed. Louanne tries to discover her secret admirer's identity, and doesn't have any idea it is her own father.

Ages 6-8

A Charlie Brown Christmas, by Charles M. Schulz. Cartoon characters from the comic strip, *Peanuts* discover Christmas is too commercial. They find love and good will to be the most important gifts.

Happy Father's Day, by Steven Kroll. Lenny, Linda, Laurie, Louise, Larry and Lester all have surprises waiting for their dad on his special day. Each one does something just for Dad to show him how great they think he is. Mom even helps out by planning a special treat for the whole family.

We Celebrate Hanukkah, by Bobbie Kalman. Explains the traditions of Hanukkah. Presents songs, poems, stories, recipes, games, activities, and celebration ideas.

Ages 8-10

The Nutcracker, retold by Rachel Isadora. Enchanting illustrations and minimal text tell this holiday story. Doctor Drosselmeyer gives Clara a nutcracker and the fantasy of his reign begins.

Happy Birthday: A Book of Birthday Celebrations, by Elizabeth Laird. Julie learns some customs of people from other parts of the world for birthday celebrations. Includes ideas for games, costumes, and cards.

The Dragon Halloween Party, by Loreen Leedy. A dragon family is preparing a Halloween party. They show the reader how to carve a pumpkin, and give suggestions for costumes, decorations, games, and edible treats.

Magazines

Also ask the librarian for the following magazines:

Children's Playmate

Cobblestones

Highlights for Children

News Pilot

Stork

Read-along Stories

Eloise and Mr. Loopey

An Old English Tale
Retold by Lou Hamilton

Things to do *before* reading the story

In this story Mr. Loopey makes Ms. Scrubadub's job very difficult because he has to have things done his way. Do you know someone who always has to have things done his own way? What did you do about it? Read this story to see if you would do anything differently now.

Eloise Scrubadub accepted a job as a housekeeper for Mr. Loopey.

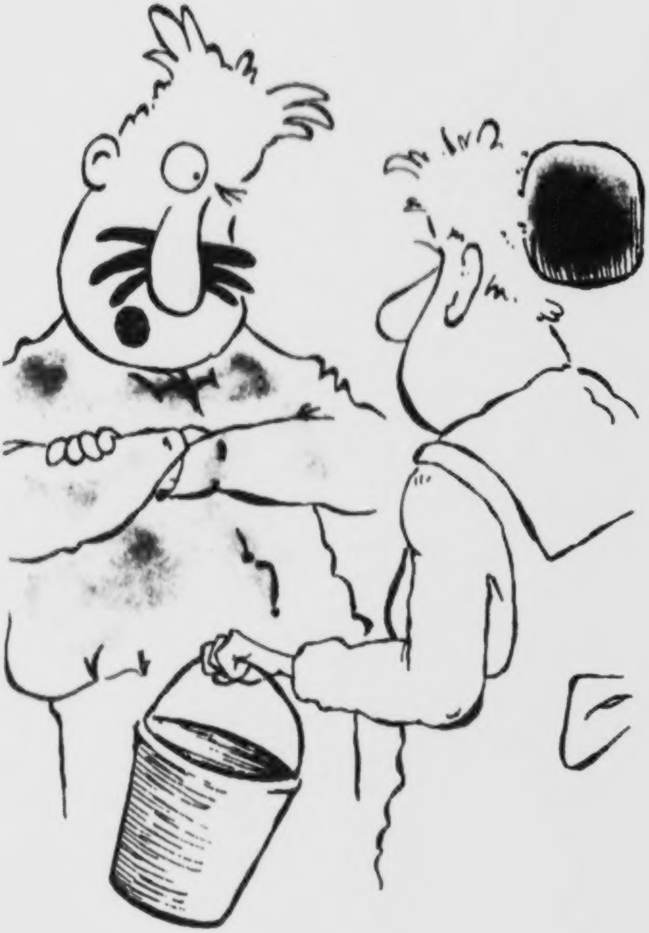
"All you have to do is cook and clean," Mr. Loopey told Eloise, "but I have special names for different things and you will have to learn them in order to have this job."

"Yes, sir, I guess, sir," agreed Eloise.

Mr. Loopey began taking Eloise through the house. "This is my bedroom." He pointed to the bed and asked, "What name do you use for this?"

"That is a bed, of course," said Eloise.

"Not in this house! You must call this the snoozer-cruiser," replied Mr. Loopey.



"Yes, sir, I guess, sir."

"And what are these?" asked Mr. Loopey, holding up his trousers.

"Those are pants, of course," answered Eloise.

"Nonsense!" said Mr. Loopey. "What you are looking at are fader-waders."

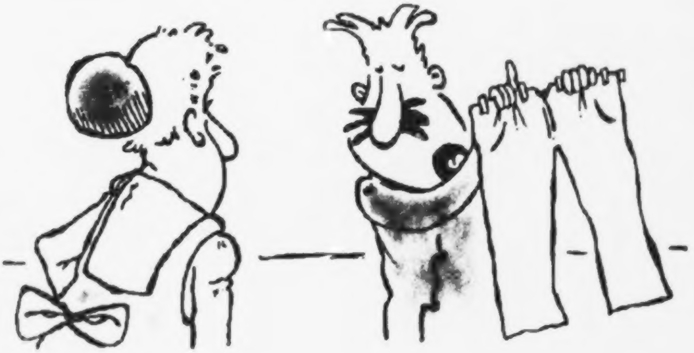
"Yes, sir, I guess, sir."

"And what about these? What do you think these are?" barked Mr. Loopey.

"I usually refer to them as workboots," sighed Eloise.

"Oh, silly woman! These are stomper-bompers."

"Yes, sir, I guess, sir."



"Please, let's get on with this. What do you call that?" asked Mr. Loopey as he pointed to the fire in the fireplace.

"I call that a fire," said Eloise.

"Well my dearie, it is flameorama in this house!" responded Mr. Loopey.

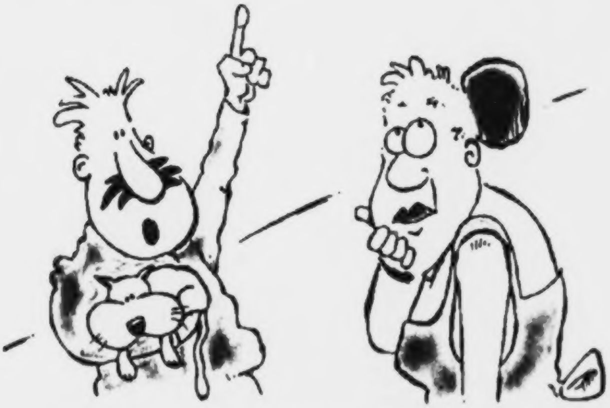
"Yes, sir, I guess, sir."

"And this?" questioned Mr. Loopey, pointing to his cat.

"Oh, well, that is an easy one; it is a cat," replied Eloise.

"Goodness no, he is my furry-automatic mousetrap," said Mr. Loopey.

"Yes, sir, I guess, sir."



Mr. Loopey held up a pail. "What do you think this is?"

"Before now I called it a bucket," answered Eloise.

"Not any more. I call it my leaker-beaker, and it holds skyfall from my pond," Mr. Loopey said.

"Yes, sir, I guess, sir."

Mr. Loopey took Eloise outside the house and pointed to it. "What about this? What do you think this is?" asked Mr. Loopey.

"I haven't the faintest idea," groaned Eloise.

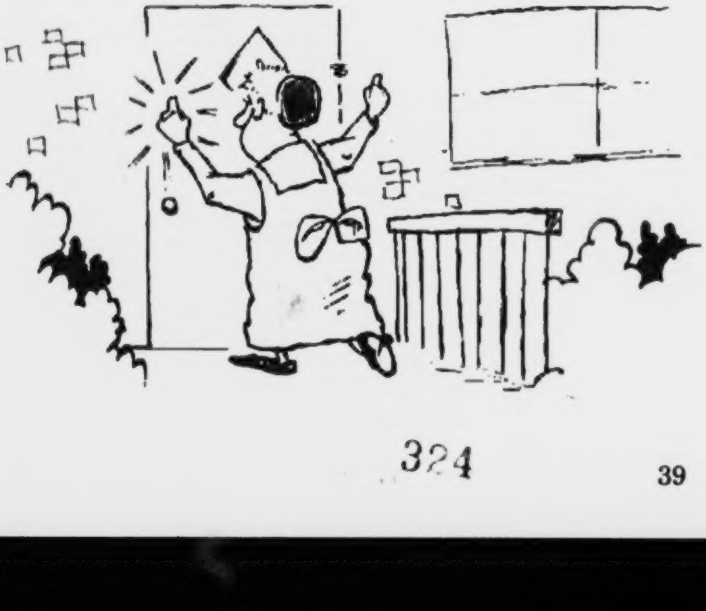
Mr. Loopey shouted "It is my home-a-bunga!"

"Yes, sir, I guess, sir."

"Fine, if you can remember my special names, you can have this job. I will give you one week to learn everything. If you don't, you will have to leave," snapped Mr. Loopey.

"Yes, sir, I guess sir, I will do my very best, sir," Eloise sighed again as she thought how hard it would be to remember everything.

Early the next morning Eloise began to bang on Mr. Loopey's door and to yell at him.



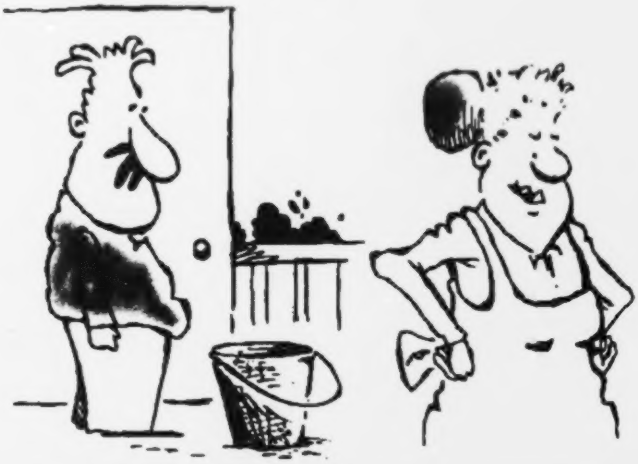
"What on earth is wrong out there?" hollered Mr. Loopey.

"Well," she screamed, "jump out of your snoozer-cruiser and get your fader-waders on as quick as you can. Your furry-automatic mouse-trap's tail is on flameorama. You better hurry and throw a leaker-beaker full of skyfall on him, or your home-a-bunga will catch on flameorama."

"And, by the way, I am scootadooting!" Eloise said happily.

"What does that mean?" asked Mr. Loopey.

Eloise shouted, "I quit!"



Things to do *after* the Story

Do you have any special names for different things around your home like Mr. Loopey? Think of some funny names you can use for your bed, dog, shirt, or car. Make up your own story using these words.

A Football for Mrs. Goldman

by Betty Hickey

Things to do *before* reading the story

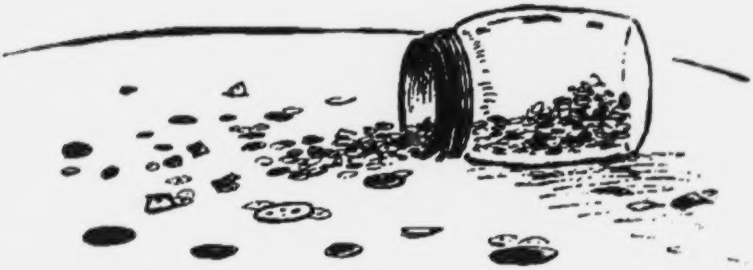
Do you ever watch or play football? Who is your favorite football player? Why?

Mrs. Goldman lives all by herself across the road from us. She's a friendly old lady, and I visit her sometimes. It isn't always easy to understand what she says though. She comes from Israel and just can't get her tongue around some of our words.

"Good English is what I do not speak," she said with a smile. But her smile is so warm and so beautiful that it doesn't really matter how she speaks.

One day a while back, I was in her living room. It was dark in there after the bright sunshine outside. She had the blinds drawn to protect her "copper," as she called it. I knew she meant "carpet," really. We sat at the table, with its heavy lace cloth, and ate a fig cake. We drank the bitter coffee that simmered in a tall metal jug on her stove all day. Then, as always, she went to the sideboard and from the bottom cupboard took a big jar full of fancy buttons.

She tipped the jar, and the buttons spilled over the lace cloth. I picked out a round cream one that had no hole in it.



"A button that one isn't," said Mrs. Goldman in her funny way. "A fake pearl it is from an old brooch—but pretty, yes?"

"Was the brooch a present from someone?" I asked.

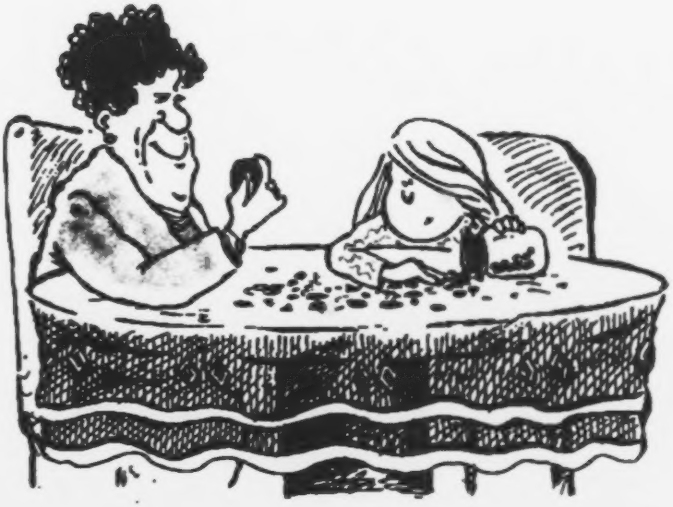
She nodded. "A long time ago it was. Nobody there is now to give me presents any more."

I stared. "No presents?" I squeaked. "No presents from anybody? Not ever?"

"Not ever," she said brightly, searching through the buttons. "Now, here is a red one off a party dress. It is beautiful, yes?"

I looked at it. "Yes, it is. But, Mrs. Goldman, not even a *tiny* present—*ever?*"

Mrs. Goldman shrugged her shoulders. "Who needs presents?" she said, admiring a pink glass button. "How many glass buttons can you find?"



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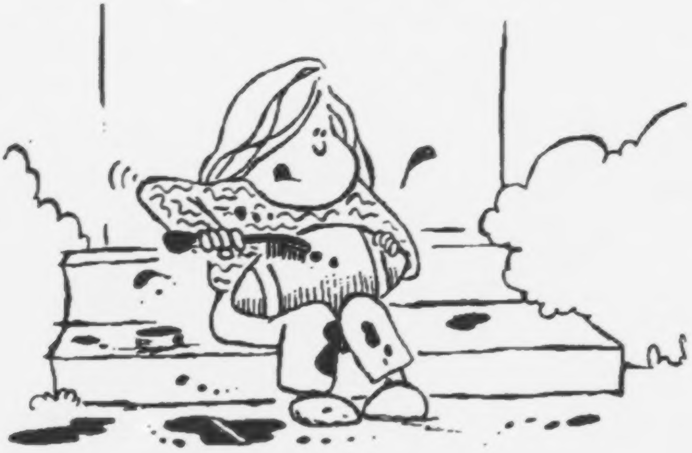
I sifted the buttons through my fingers, but I wasn't looking very hard. I was thinking. "Mrs. Goldman," I said, "if somebody wanted to give you a present, what would you want more than anything in the whole world?"

"Ah," she beamed, ruffling my hair. "In the world, is it? Then a diamond necklace is what. Or an ermine cape. But what I really need is—a football. Yes, my dollink, a football I could use. And now, I tell you the story of the glass buttons...."

I heard, but I wasn't listening. A football? What a funny thing for an old lady to want!

Later, as I skipped home, I thought about Mrs. Goldman and the football. I knew I couldn't buy one. A football, even the cheapest kind, costs the earth. It would take nearly a whole year to save that much money. Then I had an idea. My older brother Tony had two footballs. Nobody needs two footballs, I thought. I'll ask him to give me one.

To my surprise, he did. It was a bit scruffy-looking, but with a good cleaning I knew it would look like new. I went into Dad's shed and found a can of brown shoe polish and a couple of brushes. I sat on the back steps and began to work. And I got shoe polish everywhere-on the steps, on my hands, and on my shirt. Mum growled at me because of the shirt, and Dad growled because of the steps. I felt it was worth it, though, as the football looked beautiful! I gave it a final polish with a piece of soft rag, and it gleamed like a new penny. Wrapped in brown paper and tied with a piece of red wool, it made a very smart parcel indeed.



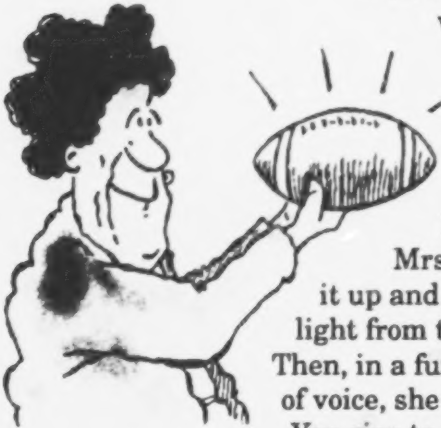
The next day, I carried it over to Mrs. Goldman's house. As soon as she opened the door, I held the parcel toward her. "It's a present!" I cried. "From me to you!"

Mrs. Goldman stared at the parcel and then at me. "From you, a present?" She opened the door wider for me to come in. "But, my dollink, a gift from you I cannot take."

"Please, Mrs. Goldman," I begged, "I worked so hard to make it nice for you. You must take it."

She lifted her shoulders and spread out her hands. "You say like that," she beamed, "how can I refuse?"

She set the parcel very carefully on the living room table and undid the knot in the wool. "From a child is good," she said, unwrapping the brown paper.



At last, there it was—the shiny brown football, looking even better than I had imagined it on the white lace cloth. Slowly, Mrs. Goldman picked it up and turned it to the light from the kitchen. Then, in a funny, wobbly kind of voice, she said, "A football? You give to me—a football?"

Suddenly, she put her hand over her mouth, and her eyes seemed to get very bright. I couldn't tell whether she was laughing or crying. I had a strange feeling that maybe I ought to go home. So I did.

When I told Mum that I thought Mrs. Goldman was crying, she ran across the road. It was ages before she returned. When she did, she hugged me.

"You were right," she said. "Mrs. Goldman was crying. But she's not at all sad. In fact, she is so happy with her present from you. But, Betsy, you know Mrs. Goldman doesn't speak very clearly. It wasn't a football she wanted so much. It was a *fruit bowl*. You see..."

But I didn't want to hear any more. I flew out of the room to cry on my bed. I felt so stupid that it was ages before I could face Mrs. Goldman again. But when I did, I found her to be just the same as always. We ate fig cake and drank bitter coffee and sorted through the button jar just as before. There was just one small difference. Sitting on a doily on the sideboard was that football! Mrs. Goldman is so proud of it—and it's been there ever since.

Things to do *after* reading the story

Make a list of some words that could be misunderstood like "fruit bowl" and "football." For example, tanks/thanks, message/massage, creek/crick, fool/full. After you think of a few, write a story similar to this one using your words.

A Time for Giving

by Lucy Parr

Things to do *before* the story

Look at the picture on the next page; what do you think will be *given* in this story?

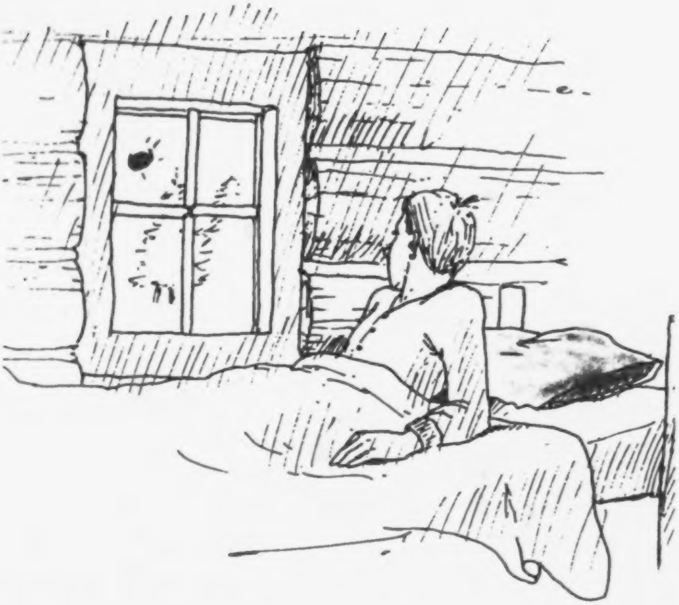
Willard Lansing rose up on his elbow and looked at the small, barely-light square of window in the south wall of the cabin. If he worked carefully, he could build up the fire and have the cabin warm before Grandpa awoke.

Impatiently, Willard looked hard at the makeshift calendar above the mantel. December 23—two days until Christmas.

All week Willard had tried to push his mind away from the way it had been in years past—with Pa and Ma, and all the fun and laughter at Christmas.

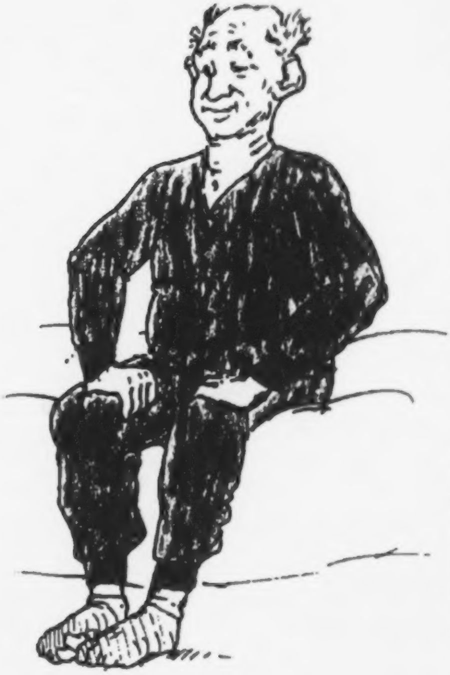
But it wasn't going to be Christmas at all—no matter what that silly calendar said. Not with Pa and Ma dead for almost a year now.

Ma had been the one who did the most to make the day special with her songs and laughter and special cooking and little surprises.



"It will be an awful difference for you, lad."

Willard swung around. Grandpa was sitting on the edge of his bunk.



"I-I didn't mean to wake you," Willard stammered.

"You didn't, Will. I was awake."

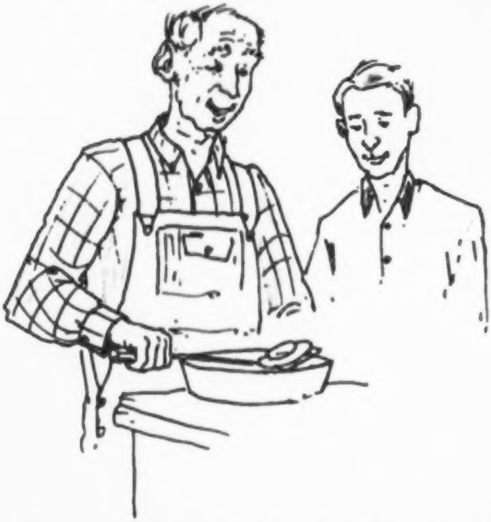
Grandpa pushed himself up and walked to the window to peer out.

"Good," he said. "It'll be cold, but no new storm yet. We can do what I've been thinking about."

Grandpa came to warm his hands at the fire. "Only a couple of days to Christmas, isn't it, Will?"

Willard glanced quickly at his grandfather. The old man hadn't given any indication that he remembered about Christmas coming.

Willard didn't say anything.



Grandpa put a hand on Willard's arm. "I'm sorry, lad," he said. "Sorry everything's so changed now. It's not been easy for you here."

"I'm grateful," Willard broke in. "You've been awful good to me."

"But it's a big difference. The past can't be brought back, but we can do something about now. And I've been thinking. Christmas is a time for giving."

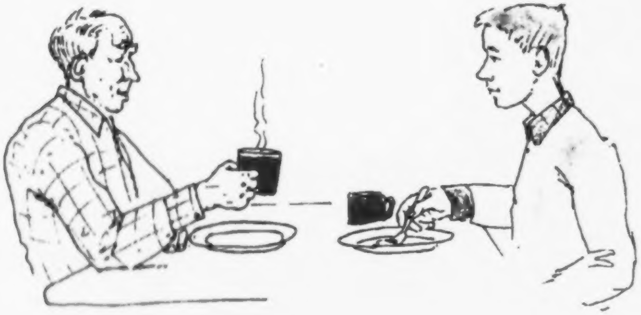
"Giving?"

Grandpa smiled and glanced around the cabin. "For sure, we haven't got much, except ourselves. But we can give help to folks needing it. There's wood aplenty on the north slopes. And us with a strong team and wagon . . ." The old man seemed almost to be planning to himself.

"Seth Hoth is laid up with that busted leg. Not able to get out for a proper wood supply. His oldest boy, Leonard, isn't old enough to go out fetching in downed trees."

Grandpa laughed. "We'll do it, Will. Just as soon as we've had a bit of breakfast, we'll load the wagon to the top. And when it's dark, we'll just slip over to Hoth's place and leave a good supply of wood for those folks."

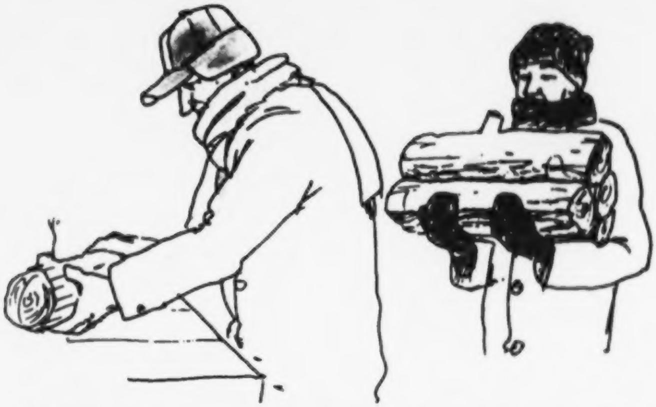
"When it's dark?" questioned Willard. "Wouldn't it be—"



"A gift's better if it's done in secret. Just let it be a surprise."

As they ate breakfast, Grandpa's eyes twinkled. "I reckon you wondered plenty of times about that great pile of wood that we kept hauling and chopping."

"I guessed you wanted to keep me busy," Willard said, "to keep me from thinking too much about Ma and Pa."



"Well, that was part of it, for both of us. But I've had in mind for some time that Christmas Eve we'd take a good load of that to the settlement. Half for Eva Parsons—with those three little ones. And half for Granny Aird."

Willard took a sharp breath. Through those hours of endless woodchopping, he hadn't guessed it was to be a Christmas surprise.

Just after dark, the drive to the Hoth clearing seemed long to Willard.

A faint light was visible through the trees. "We'll not hail the house," Grandpa said. "Maybe we can make it a surprise for them to find come morning."

No sound came from the cabin as they unloaded the wood beside a small log barn.

The old man glanced at Willard. "We've done right there, lad. Likely those folks have already been cold, with only the least possible fires going. We've done right."

By the following night, dark storm clouds had moved in.

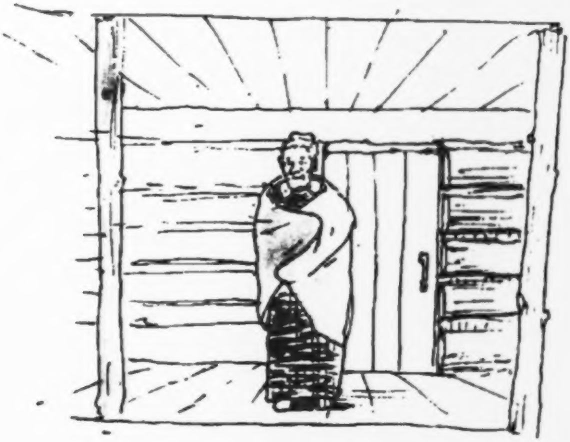
"Likely we can make it to the settlement and back before the snow starts up," Grandpa said.

There was no sign that their presence was detected at the Widow Parsons' place, even though they took time to pile the wood neatly in an almost-empty woodshed. But Granny Aird was too quick-eyed for such activity to go undiscovered.

Grandpa hadn't more than pulled the team to a halt when the old lady called from the doorstep, "Asa Lansing, what are you and that boy doing out at this hour?"

"Christmas Eve, Amy," Grandpa laughed. "Just a little something to say we wish you well."

The old lady stepped nearer. "A little something? Half a wagon full of cut wood—and you call that a little something?"



Granny Aird's voice broke. "When you've finished, Willard, bring that big-hearted granddad of yours inside to get thawed out."

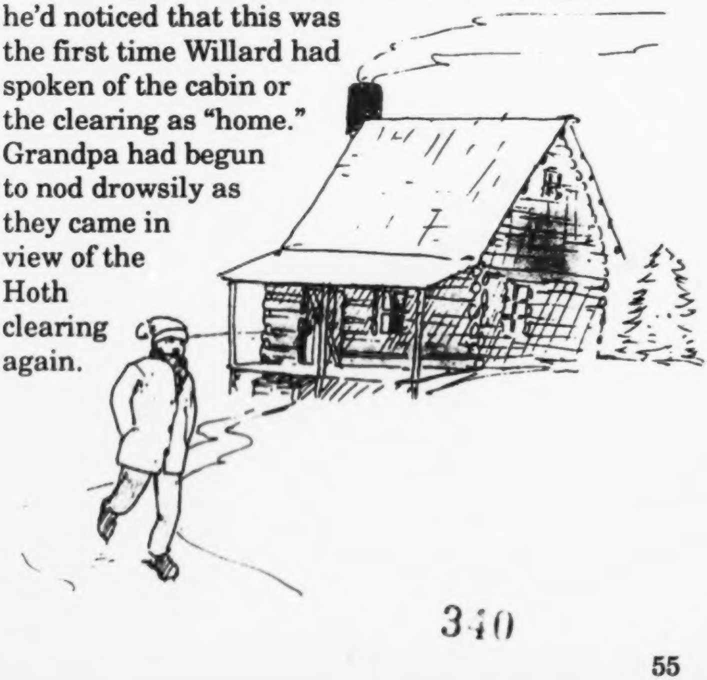
Granny Aird laid out mugs of hot milk and thick slices of apple strudel. She insisted that they take more slices of the strudel and a loaf of yeast-raised bread when they left.

"It'll make tomorrow's dinner seem special," Willard said.

A light snow started as they turned the wagon toward home.

"I'd better take the reins," Willard told his grandfather. "You're tired. And it's time I was taking over more around home."

Grandpa nodded. He didn't show any sign that he'd noticed that this was the first time Willard had spoken of the cabin or the clearing as "home." Grandpa had begun to nod drowsily as they came in view of the Hoth clearing again.

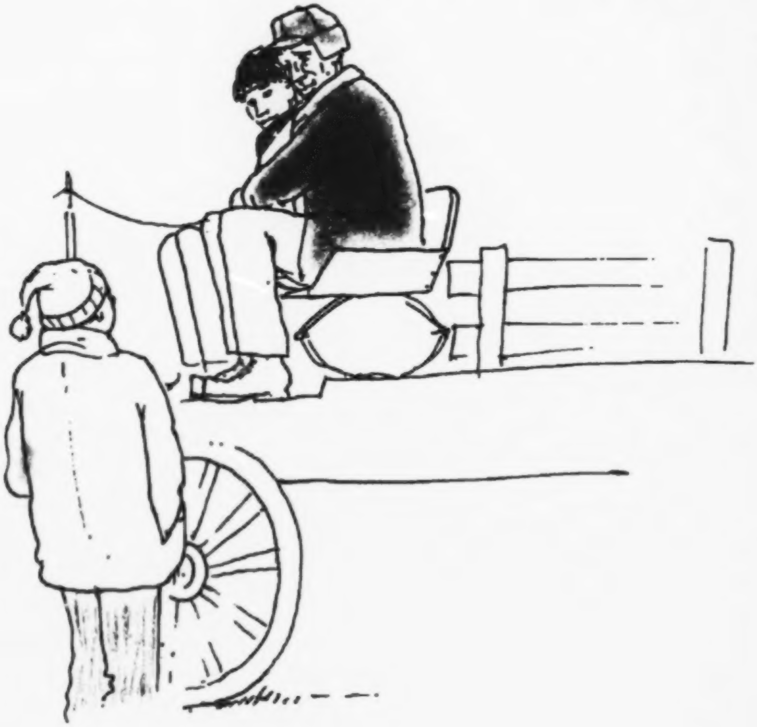


"Wait up!" a boy's voice called. "Wait, Asa Lansing!"

Willard watched as a heavily bundled figure raced from the cabin toward the road.

What could the boy want at this hour? Willard wondered.

"W-we saw you drive past just before dark," the boy stammered. "We have been watching and listening for you to come back."



The boy took a quick breath. "Ma says to tell you we'll be expecting you to come for Christmas dinner tomorrow."

Willard looked quickly at Grandpa, then back to the boy.

"Ma's cooked a honey cake. And we've got a haunch of venison left. Ma's going to roast it with herbs. And there'll be baked spuds and gravy and—"

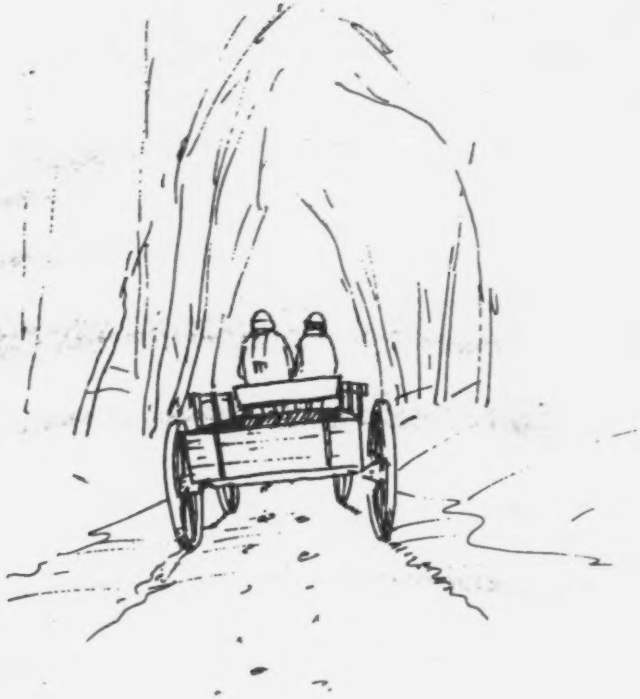
Willard smiled to hear the boy's eagerness. "We'll come," he said. "We'll sure be glad to have Christmas with you folks."

Grandpa agreed.

"And—and my pa—" The boy rubbed his toe in the piling snow. "Pa says he sure does thank you for that load of wood. When we saw it this morning, Pa knew right off who'd brought it. He was getting right scared about not being able to get around on his busted leg yet."

"You tell your pa we're glad we could do it," Grandpa answered kindly. "After all, it's Christmas, a time for giving, each what he's got to give. Like your ma, inviting us to come tomorrow. We sure wouldn't miss it."

The boy grinned and raced back toward the warm cabin. Willard slapped the reins to get the team moving again. Grandpa smiled when Willard began to hum, and then to sing aloud, some of the good Christmas songs his mother had loved.



Things to do after reading the story

People can give of themselves instead of giving store-bought presents like Willard and his Grandpa did in this story. Think of some things you can give. This week try doing a favor for someone who is not expecting it. You could read a story to someone who cannot see well or help a younger child write a letter to his grandparents.

We hope you had fun with these stories!

Books of Special Interest to Parents from the Family Literacy Center

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten ($1.75, includes postage).

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their child's writing at home. Offers writing and reading activities ($1.75, includes postage).

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their child's literacy. Provides activities for talking, reading, writing, and listening ($1.75, includes postage).

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents to help them encourage their child to read. Offers several practical activities for parents ($1.75, includes postage).

Creating Readers and Writers, by Susan Mandel Glazer. Suggests that parents: 1) encourage the use of language; 2) build positive attitudes toward reading, writing, and speaking; and 3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups ($1.75, includes postage).

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenager to read more. Shows how reading can serve adolescents' needs, and presents future needs that reading can fulfill ($1.75, includes postage).

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Ideas are presented to help parents use resources from around the home to promote literacy. The activities are educationally sound and fun for the parent and child to do together ($4, plus $2 for postage).

Forthcoming . . .

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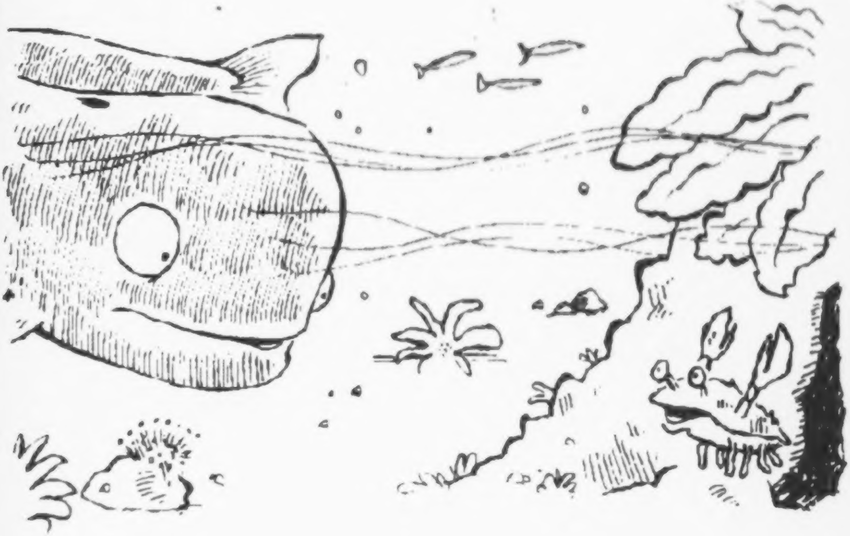
Parents and Children Together

Learning Science at Home



Read-along Stories:
Oona the Whale
Dragon in the Sky
Greèn Goop

BEST COPY AVAILABLE

This booklet has a companion audio tape on "Learning Science at Home." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that are not spoken on the tape.

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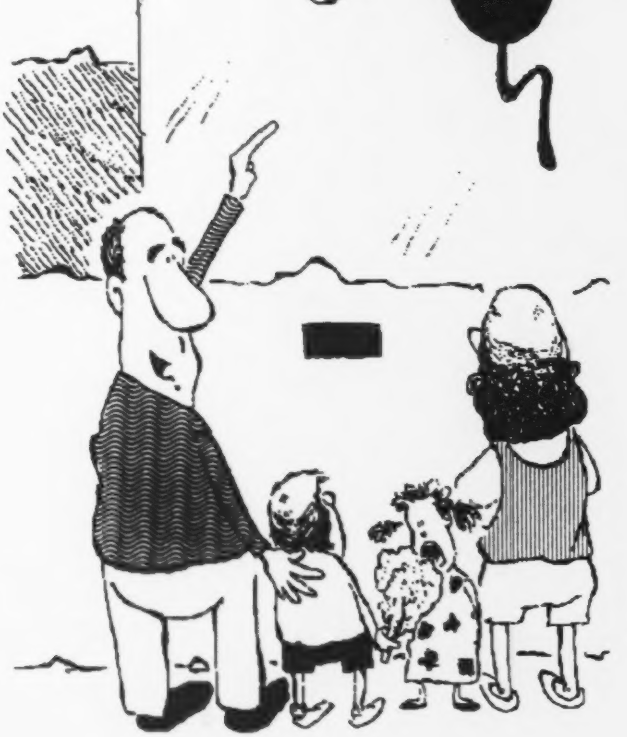
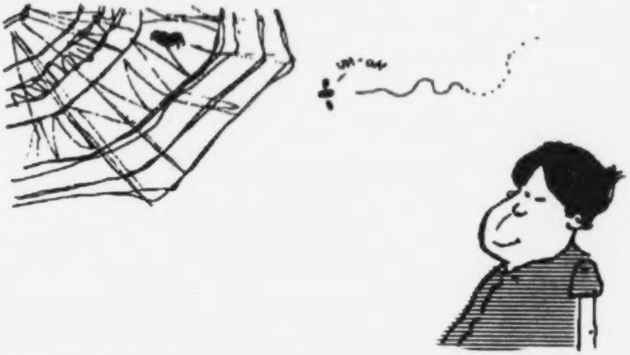


Getting Started

Welcome to this month's issue of *Parents and Children Together*. This issue focuses on the science we see every day, in our homes and neighborhoods. These ideas may help your child learn science through play and simple activities, and may help both of you to work together on school science assignments. On Side B of the tape and in the second half of the booklet, there are three read-along stories. We encourage you to listen to these stories and to read them with your children so you can share the excitement of story reading. Of course, your child can listen to the stories alone, if you wish.

Science Is Everywhere

When you watch a spider construct a web and marvel at its design or its strength in holding other insects, you are engaging in science. When you jack up a car to change a tire, you are using a lever to lift an object too heavy to lift with your own strength. That's science. When you spray an extra-strong cleaner on a stubborn dirt spot and see that spot dissolve, you are watching science. The list of your daily activities that involve you in science is really quite long.



Science is nothing more than the study of the physical and natural world in which we live. Anytime, therefore, that you ask a question about nature or try to figure out how something works, you are being a scientist; you are engaging in science. The study of science in school helps students understand the facts and the principles that make some part of our world work.

At home with your child, you can make science easier and more valuable by asking questions and by encouraging your child to ask questions about the world around him. That's what scientists do. In fact, they think that asking questions to seek information or to solve a problem is so important that they give that activity a special name. They call it "inquiry," the orderly search for knowledge by asking questions and collecting information.

Science may sound like heavy business, with all that orderly questioning and searching going on, but for children, it is just natural. One of the best ways for them to solve science problems, as a matter of fact, is through play. Einstein said that that is what he did: he often arrived at a logical answer through a kind of "vague play," that is, he played "what if" games in his mind to explore new ideas. Probably most of us learn a lot about the world around us through "vague play."

We play with potted plants by shifting them in the sunlight, by giving them more or less water, and even by talking to them to help them grow. Through that kind of play we learn how best to grow certain plants in our house, in our yards, and in our environment. Simply by talking about what we are doing with plants or laundry soaps or the tools we use for home repairs, we help our children develop inquiring minds.

We cannot emphasize enough the value of play in making science interesting. With young children, building blocks are excellent science play. Whether using old-fashioned wooden blocks or plastic ones that snap together, children learn about balance, symmetry, and other principles of construction by simply playing with building blocks. Later, when they are able to use tools safely, children can learn some basic physical principles by nailing pieces of wood together, trying to construct a toy or a birdhouse, or repairing some-

thing that is broken. Play is a non-threatening way to face life and to solve some of the physical or chemical problems in our lives. The great Swiss psychologist Jean Piaget viewed play as an essential learning process because it's a way for children to feel and think, and it is a way to come into contact with failure and success while working with other people and with nature.

Play helps develop flexible thinking and motivation—important ingredients in scientific problem solving. So when you explore the world with your child, first try to produce large numbers of ideas. In a make-believe world, for example, you can try all kinds of solutions. Do you remember the fairy tale about Rapunzel who had hair so long that the handsome prince could climb into her prison tower by making a rope ladder from her hair? How else might he have gotten up to her? More questions provide more opportunities for the thinker to solve problems.

A flexible thinker is willing to try different strategies for solving a problem. One of the reasons that certain toys are so valuable is that they promote flexibility. Studies have shown that children who have played with blocks, construction toys, and puzzles are more willing to search for a variety of solutions, than children whose experience mostly have been with structured play and therefore are more likely to use a rigid, single strategy to solve a problem.

How about motivation to learn science? As with any learning, science learning depends on motivation. One of the characteristics of learning through play is that play usually provides its own built-in motivation. As they play a situation to its conclusion, children can be imaginative, self-directed, and spontaneous, all characteristics of children's play.

Since science learning and problem solving are closely linked, here are some guidelines that will help you work with your child to promote real-world problem solving:

☞ Encourage your child to play with concrete objects, such as blocks, boxes, string, rope, and stacking objects.

☞ Ask questions out loud and try to figure out the answers with your child. You may be surprised by her fresh solutions.

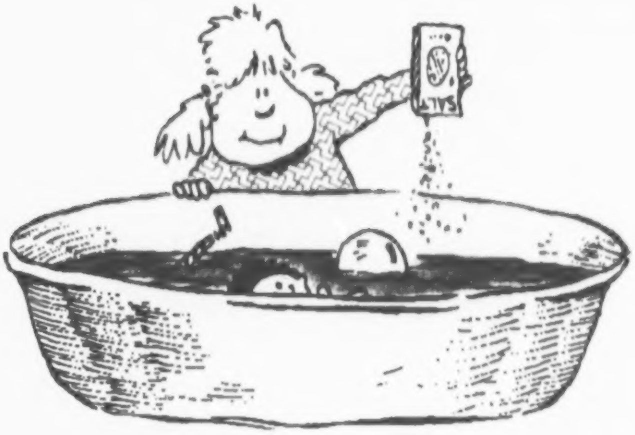
☞ Show interest by asking your child about school experiments, and then try to relate them to things that happen at home—following recipes, boiling water, or constructing models. Allow time for your child to ask questions, and don't be afraid to learn together.

☞ Let problem-solving skills develop gradually. Don't push. They need time to take shape.

☞ Take family field trips to the zoo, science museum, aquarium, and library regularly.

☞ Give science-focused books or magazine subscriptions as birthday and holiday presents.

- Watch a science-related television show with your child once a week, and talk about it.
- Try experiments at home; for example, float a drinking straw in plain water, and then in salt water. Because of the density of salt water, objects that sink in plain water will float in salt water. Or give your child a magnet and let him see if he can determine what sticks to the magnet and what does not.



Opportunities for making science interesting and real are everywhere. All we have to do is to ask standard science questions, like:

What is it?

How does it work?

How can I change it?

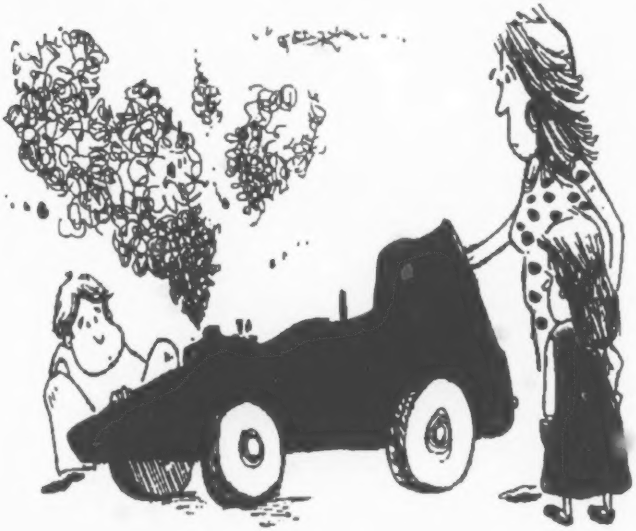
These will lead to more specific questions, such as:

What makes the body work?

What makes the world work?

How do the stars and planets stay on course?

But don't make science at home a heavy or serious experience. Relax and enjoy answering questions with your child. Learn to be a scientist right along with your child. That means ask, explore, play with ideas, and try to make sense of the world around you. When things don't work out, laugh and start the process all over again. If you can laugh at the trial-and-error play of being a scientist, so will your child. Then he will tackle school science with the same friendly attitude.



Questions about Science

Many parents have questions about science. Here are answers to a few of those questions, and some suggestions you can use.

I would like to help my children see the importance of studying science in school. How can I do science at home with my children that will encourage this?

As a parent, you can do a lot to help your children learn science. Children are scientists by nature—they have an almost unquenchable curiosity. Encourage your children to be inquisitive, to be investigators, and show them that you are curious also. There are things already in your home that you can use to help them discover science. Here are a few examples:

☞ Take apart an old toaster, bike, or flashlight so your children can see how it works.

☞ Use bird and squirrel feeders to attract wildlife to your yard. Explore with your children what they observe—feeding habits and protective behavior.

☞ Plant flower and vegetable gardens. Talk about the different types of seeds, seedlings, and plants. Observe the growth by charting or recording weather, precipitation, and plant growth each day. Are there relationships between these factors?

☞ Make daily observations of the sun and the moon. Discuss the changing shape of the moon and the position of the sun in the winter and summer.

☞ Take a walk. Bring back some seeds and plant them.

☞ Plant an herb garden in a window box and use the herbs in cooking.

☞ Watch science and nature programs with your child on educational television. Ask questions together about what you see.

☞ Build models from kits with your child. Discuss construction principles and techniques.

☞ Share your own hobbies. For example, if you are a hiker, biker, or camper, take your children along. Introduce them to animals, trees, plants, and everything the outdoors has to offer.

At Christmas time and for birthdays, buy children's gifts that encourage curiosity, questions, and further explorations. Even very young children will be fascinated by a microscope, a telescope, a magnifying glass, or a compass if they are shown how to use them.

Chemistry sets and science kits for the home are so expensive. Do you have any affordable alternatives?

Science at home should be what I refer to as "shoestring science." That means collecting and saving almost everything from string to tinfoil. The key to successful, creative sciencing at home is to adopt the substitution habit. Substitute a babyfood jar or peanut butter jar for scientific glassware.

When you need:	**Substitute:**
flashlight casings	toilet paper rolls
vials	pill bottles
eyedroppers	soda straws
weights	fishing sinkers
containers	coffee and film cans

(There are additional items listed on the next page. Read over the list to see which items fit your needs.)

When you need:	Substitute:
wheels	skates, bikes, toy cars
mirrors	aluminum foil on cardboard
graduated cylinders	baby bottles/medicine cups
density objects	clay
copper tubing or pipe	iron or aluminum nails
measuring sticks	paint sticks, licorice, string, straws
wire or string	fishing line
screening	panty hose
stirring rods	tongue depressors, ice cream sticks
scoops or shovels	plastic bleach bottles
culture dishes	plastic margarine tubs
timers	alarm clocks
aquariums	gallon jars
crayfish homes	plastic dish pans

My daughter is having trouble reading her science book from school. She thinks it is difficult and boring. How can I help her develop an interest in reading about science?

By saying the book is difficult and boring, your daughter may be saying one and the same thing. Some people assume something is boring when it is very difficult to read. You might ask her if she is uninterested in the topic. If she says yes, you and her teacher can discuss ways of raising her interests—for example, by engaging in hands-on experiments. If, on the other hand, the book seems too difficult for her to read alone, you can help her tackle that problem by reading it with her.

ZooBook
CHILD CRAFT
WORLD

There are many children's books on the market today that focus on science activities and information. You can find books to explain scientific principles in easy-to-read, easy-to-understand format. The library can provide her with numerous information books at her level. Children's encyclopedias, such as *Child Craft*, and children's magazines, such as *Ranger Rick, ZooBook,* and *World*, are all reliable sources that can help your child develop an interest in science.

Children acquire knowledge when they are actively engaged. You may want to help your child do some of the more simple experiments or activities in the science books. Science is much more than just reading about it. Hands-on activities and experiments help your child understand concepts that otherwise may be confusing or unclear.

My kids are very curious about the physical world, but sometimes their questions drive me crazy. How can I encourage this curiosity in a positive way?

Children ask questions daily about the world around them. We constantly hear "Why did that happen?" "Why does it work that way?" and "What will happen if...?" It is unrealistic to think that we should be able to answer all their questions. Yet we want our children to ask questions and to be curious. The way we handle questions can influence whether or not children continue to ask about the things around them. At times we need patience, but mostly we need to be honest in saying "I don't know," or "Let's find out together—maybe later, at a more convenient time." Here are a couple of suggestions for handling persistent questions:

☞ Help your children learn to seek answers to their own questions. Instead of giving a verbal answer, suggest an activity that might help your children discover what it is they want to know.

☞ To discover new things, encourage your children to use their own senses, like hearing, listening, tasting, touching, and smelling. Instead of telling your child how many legs a ladybug has, ask your child to take a closer look. “How many legs do you see on that ladybug?”

☞ Ask questions that lead children to answer some of their own questions. Good questions include “I wonder where we could find out more about that?” or “What do you think?” or “How can we solve this problem?”

☞ Show children sources of information, such as encyclopedias, *Child Craft* books, and magazines that can help them learn more about the things that interest them.

Questioning at home should not be directed solely by the need to train future scientists and engineers (although we actually may be doing this). Rather, it is an attempt in this complex world to equip children with basic survival skills. It is simply helping them figure things out on their own, to discover how to learn independently.

If you have questions you want answered, please write us and we will try to answer them for you. You may find your question answered in another issue of *Parents and Children Together.*

Write to:

Editor, *Parents and Children Together*
2805 E. 10th St, Suite 150
Bloomington, IN 47408-2698

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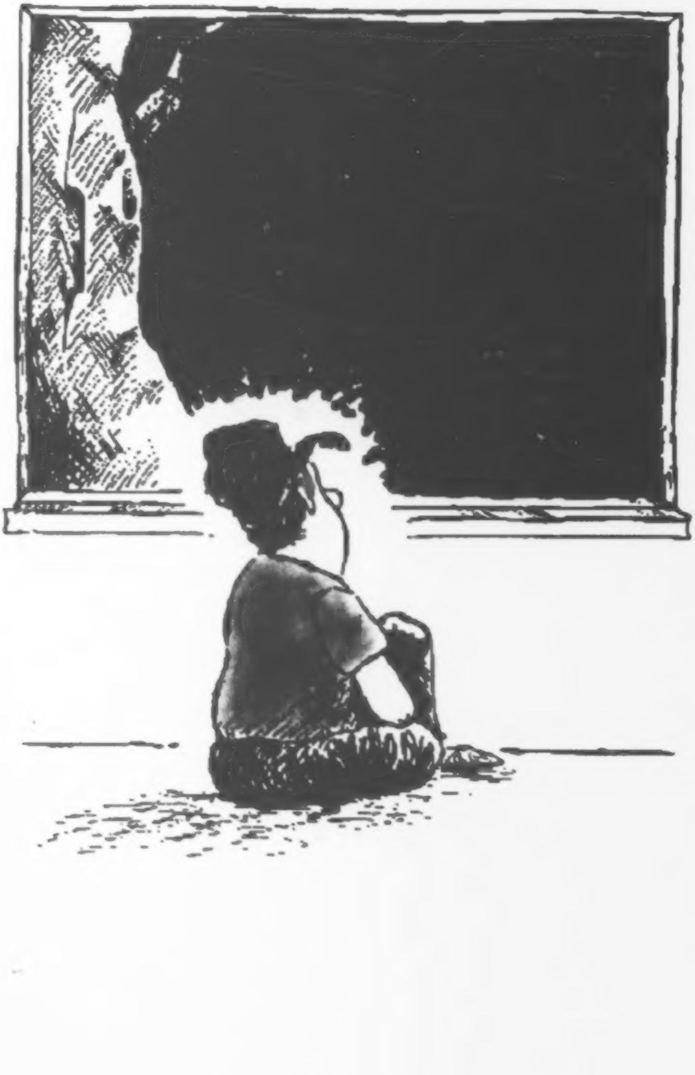
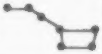
Activities for Science Learning

Your house is filled with everyday things you can use to help your child understand science. We have listed a month full of suggestions for some science activities you can do at home, and you don't have to purchase special kits or expensive equipment. Look, for instance, at pages 22-23 and you will see that the activity for January 16 requires fresh fruit that your children can eat when they are finished with the activity. And on the 25th your child will draw a second picture of the moon to compare to the picture drawn on the 4th. Try this month full of activities and have fun.



<table>
<tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th></tr>
<tr><td>Happy New Year!</td><td colspan="3">1 2 3
Obtain a discarded Christmas tree. Cut a piece of the end off and count the rings. The number of rings will tell you the tree's age. Recycle the tree by placing it in a yard as shelter for birds or by burying it in a forest to speed the tree's decomposition.
 </td></tr>
<tr><td colspan="4">7 8 9 10
There is a saying that the colder the temperature is, the smaller the snowflakes will be. Find out if this is true by checking the size of the snowflakes and the temperature each day for a week and compare them. (*Hint:* A good way to look at snowflakes is to catch them on black construction paper.)</td></tr>
<tr><td>14
Place two toothpicks in the middle of a sweet potato on opposite sides. Balance the toothpicks on the rim of a jar full of water. What will happen?</td><td>15
Find objects in your house that are different textures. Can you find five smooth things? Five rough things?</td><td>16
Buy fresh fruit that has seeds. Grapes, apples, or oranges work well. Guess how many seeds will be in each. Are they the same?</td><td>17
Look at the stars. Do you see any shapes or patterns made by them? Look for stars in this pattern. It's the Big Dipper.
</td></tr>
<tr><td colspan="4">21 22 23 24
Pour two teaspoons of water into a plastic bag that will seal securely. Blow air into the bag and seal it. Tape the bag to a window that is in a sunny location. What happens in a few days? (The water in the bottom represents a pond, the fog on the sides show how clouds form, and the drops represent rain.)</td></tr>
<tr><td colspan="2">28 29
Cut out pictures of different animals from old magazines. Sort the animal cards by size or color or where they live. Make up your own groups.
 </td><td>30
Take a look at your favorite cereal. How much sugar is in it? Look for sugar, corn syrup, honey and fructose.</td><td>31
Look at the sweet potato; how has it changed?
 </td></tr>
</table>

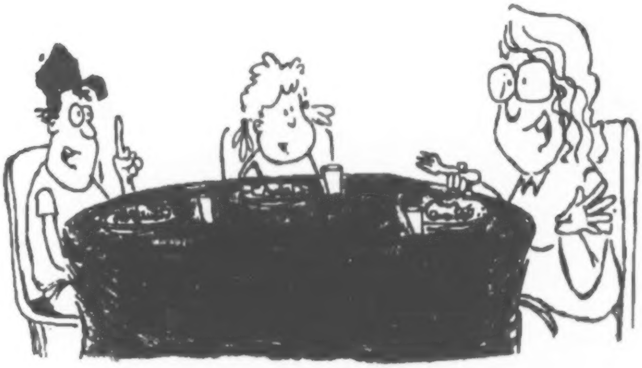
Friday	Saturday	Sunday
4 Draw a picture of the moon. (Save the picture for later.) 	**5** Take a walk or a ride through your community. Look for signs of pollution. Discuss them and how they occurred. Think of ways your family can help clean up and recycle in your area.	**6**
11 Read and discuss *The Lorax*, by Dr. Seuss. Copies should be available at your local school or public library.	**12** 	**13**
18 Go to the library and watch a video. Ask for *National Geographic* videos about different animals or regions of the world.	**19** Check out a book from your local library about birds found in your area. Set up a birdfeeder by your window or go to a park that has one. Watch the feeder and when you spot a bird, look it up in your book and read about it.	**20**
25 Draw a picture of what the moon looks like tonight and compare it to the first picture you drew. How are the pictures different? Why?	**26** 	**27**

Bert and the Science Fair

Joyce Martinez, a Chapter 1 director in Portage, Indiana, sent us this story about Bert's excitement for science.

Bert babbled into his mom's ear all the way home from the baby-sitter's house about the school science fair. He wanted to build a papier-mâché and clay volcano on the kitchen table and make it erupt by using vinegar, baking soda, and red food coloring. "What a mess!" Mom thought, as she pictured the kitchen floor covered with drops of glue and paint spatters. She wondered where they would eat dinner while Bert worked on the project, knowing it would take him days to construct the volcano. Before the vision of clutter in her kitchen could vanish, Bert started explaining the rules to her: "We have a month to do our project, but we have to turn in an entry form next week. We set up our projects in the gym on a Saturday morning for judging, then come back that night to show them off. Won't that be great!"

Mom shook her head. She was thrilled that Bert was actually excited about school, but how would she come up with the extra money to buy the volcano supplies when the car insurance payment was due? And since she worked all week, Saturday was the only day she had to do laundry and clean the house. Raising two kids by herself was never easy, but it always was more difficult when time and money were involved. There never seemed to be enough of either to go around. "I don't know, Bert. We'll see," was all she said.

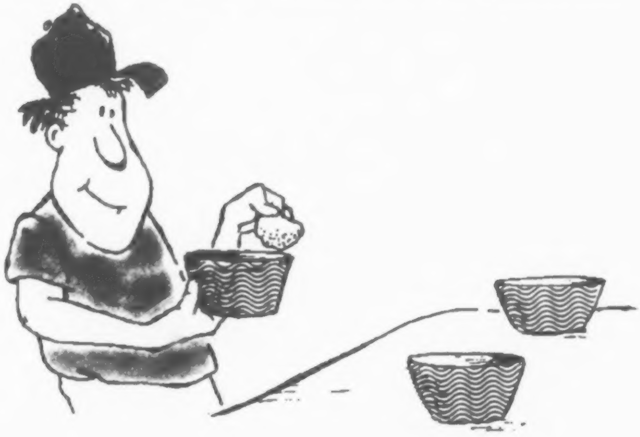


As they ate dinner that evening, Bert and his little sister, Anna, chattered on about the volcano. It was the first time in a long time that Bert had been excited about school. Usually he talked about lunch and recess and ignored the rest of the day. Mom listened to them, sighed, and gave in. "Well, Bert, I guess that if you help me get the laundry done on Friday, we can squeeze in some time for this science fair. But you'll have to come up with a project that won't cost any money. I just don't have any extra to spend. What are you interested in, besides messy, expensive models? You could grow mold, you know. That doesn't cost anything. There's probably some in the back of the refrigerator."

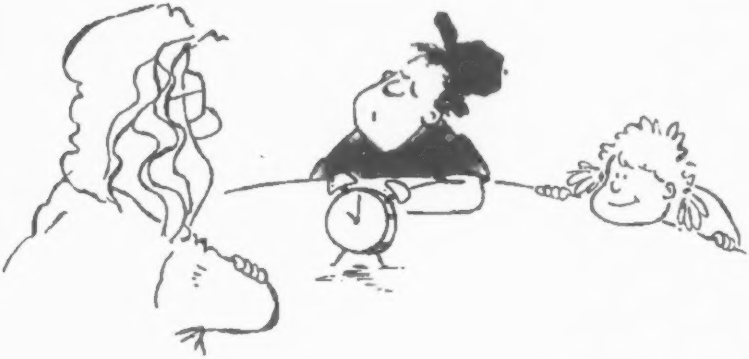
They all laughed. Bert and Mom and even Anna started to rattle off idea after idea to come up with a science project that wouldn't cost anything. "What things float? What grows mold? Which paper towel is best? Why does ice melt?"

"That's it," Bert shouted. "Why does ice melt? Could I keep it from melting? What do you think would work? We could try lots of things. What do you call it when you try and keep things cold?"

The next few weeks were exactly as Mom knew they would be. They went to the library and read all about insulation. They rummaged through the cupboards and found 12 empty butter tubs with lids. Bert filled each one with something different:



sand, shredded paper, aluminum foil, cotton balls, and anything else he could find around the house. They all made guesses about which material would best keep the ice from melting. For the official experiment, the whole family sat at the kitchen table with Bert's alarm clock, peeking inside each tub every minute. At 10:00 that night, Bert sleepily handed the record sheet to Mom, and stumbled off to bed. And there Mom sat, folding laundry, and timing an ice cube melting in a tub full of newspaper.



It's not really important whether or not Bert won the Science Fair. (He did, and won 2nd place at the regional science fair, too.) What is important, though, is that Bert's family learned that "hands-on" activities are great motivators, that the home is one of the best environments for learning, that science is all around us, and that sometimes you have to put off doing the laundry for a day!

If you have helpful ideas to help a child learn about science, please send them to us so we can share them with our readers.

Write to:

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Books for Parents and Children

On pages 31 to 37, you will find a list of books for parents and children. The books are divided into different categories to aid your selection. Under *Books for Parents,* you will find books that will help you explore the world of science with your children.

Books to Read Together lists books that parents can read to their children. Those books and *Books for Children to Read by Themselves* have been divided according to age groups. The divisions are only general guidelines. A different list of books for parents and books for children appears every month. You should be able to find these books in your local public library or at most bookstores.

At the beginning of this issue, we mentioned that Side B of this tape contains three stories that are designed to be read-along stories. You may read the story yourself while your child follows along, or you both may read while you listen to the tape recording. Use the tape recording as a model. You may want to take some time to look ahead at these stories before you read with your child. Then turn on a tape recorder so that your child can listen and read along. But keep in mind that it is important to talk about the story ahead of time.

Before reading the story, talk about the title or the things that might happen in the story. Then, after the story is finished, talk about it again. By the way, it's okay to stop the tape to answer your child's questions, to talk about something funny or exciting that happens in the story, or to discuss the story by asking questions, like "What other animals live in the ocean?" or "If you were making green goop, what stuff would you put in yours?" These discussions help make reading come alive and create an interaction between you and your child.

When you and your child are ready, press fast forward. Then turn the tape to Side B and listen to the stories as you read along together. If you prefer, you may read the stories aloud while your child reads along in the booklet.

Books for Parents

Nature for the Very Young: A Handbook of Indoor and Outdoor Activities, by Marcia Bowden. Ideas for parents to help their younger children learn about and have fun with nature. Seasons, animals, plants, habitats, and different phenomena of nature are the basis for the activities in this book.

175 Science Experiments to Amuse and Amaze Your Friends, by Brenda Walpole. Shows experiments parents can do with their children, gives examples of tricks that explain scientific theories, and illustrates things you and your child can make together. Some topics are light, color, sight, balance, air, wind, weather, water, gravity, sound, and motion.

Young Peacemakers Project Book, by Kathleen Fry-Miller and Judith Myers-Walls. Gives guidelines for projects that help care for the environment and promote peace. Topics for the environmental projects are nature, art, outdoor adventure, birds, litterbugs, garbage, clean air and water, energy conservation, and recycling. Ways to understand people and get along better with others are also covered in the book.

Books to Read Together

Ages 4-6 *Shooting Stars,* by Franklyn M. Branley. Explains what a falling star is, its origin, what it is made of, and what happens when it lands on the earth or the moon.

[redacted]

Rain and Hail, by Franklyn M. Branley. Presents the water cycle that provides our earth with rain. Explains vapor condensation so that children can understand what makes rain and hail.

Things That Go, by Seymour Reit. Each letter of the alphabet is shown in upper and lower case, along with a word for a vehicle that begins with that letter. Each vehicle is illustrated and described.

Why I Cough, Sneeze, Shiver, Hiccup, & Yawn, by Melvin Berger. Introduces the body's nervous system, including the spinal cord, brain, and nerves. Shows how reflexes happen and how they work through the nervous system.

The Berenstain Bears' Science Fair, by Stan and Jan Berenstain. The bears are having a science fair and are going to learn about machines, matter, and energy. They show how to do some science projects and experiments.

Desert Life, by Ruth Kirk. Describes temperature, weather, animal and plant life, location, and landscape of a desert. Large illustrations accompany each topic.

Ages 8-10

How to Do a Science Project, by David Webster. Gives suggestions for reporting, demonstrating, and researching science projects. Lists how-to steps for performing a successful project.

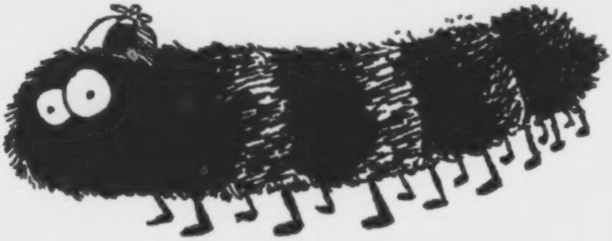
The Sunlit Sea, by Augusta Goldin. An introduction to the underwater world. Describes marine plants and animals and shows how they depend on one another.

Tut's Mummy: Lost and Found, by Judy Donnelly. Depicts the burial of Pharaoh Tutankhamen. Recounts the discovery of his tomb and many treasures by archaeologists. Illustrated by photographs and drawings.

Books for Children to Read by Themselves

Ages 4-6

The Caterpillar Who Turned into a Butterfly (A Chubby Board Book). Shows, in simple terms, with colorful illustrations, how a caterpillar changes into a butterfly. Pages are thick and easy for young children to turn by themselves.

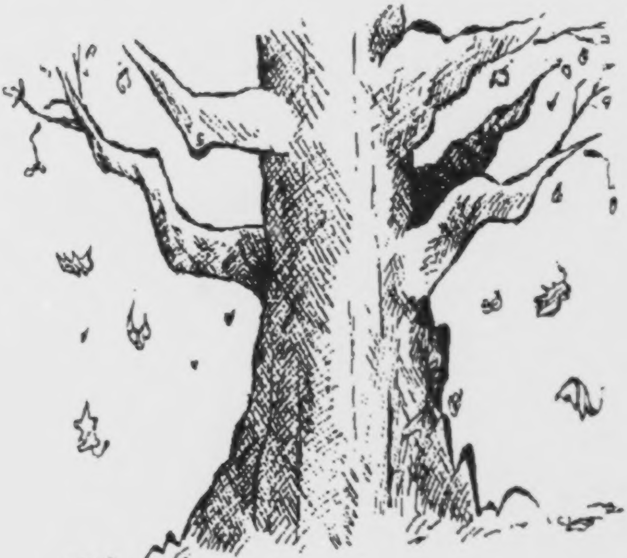


Do You Want to Be My Friend? by Eric Carle. A lonely little mouse is looking for a friend. He meets a horse, alligator, lion, peacock, monkey, fox, and several other animals before finding a fellow mouse.

The Ear Book, by Al Perkins. Shows what a dog and his friend can hear with their ears. They listen to people and animals, things indoors and outdoors, and even food!

Eclipse, by Franklyn M. Branley. Explains what a solar eclipse is and how it happens. Shows how to safely watch an eclipse, and gives examples of stories people used long ago to explain this rare event.

Down Come the Leaves, by Henrietta Bancroft. Shows why leaves fall in autumn, what their role is for the tree, and how buds develop into new leaves in the spring. Gives examples of different kinds of trees and their leaves.



Fossils Tell of Long Ago, by Aliki. Tells what a fossil is, the different ways in which fossils can be made, and how to make one-minute-old fossils.

Junior Science Book of Water Experiments, by Rocco V. Feravolo. Discusses what water is, how it seeks its own level, and how water pressure and water power work. Gives examples of water experiments kids can do at home.

How Big is a Brachiosaurus? by Susan Carroll. Suggests possible answers to questions about dinosaurs. Illustrations show what dinosaurs might have looked like. Gives information about dinosaur fossils that have been found.

Science Club Super Motion, by Philip Watson. Most of the happenings on earth involve motion of some kind. By trying some of the experiments in this book, children can get a better idea of motion, vibrations, balance, and natural rhythm.

Read-along Stories

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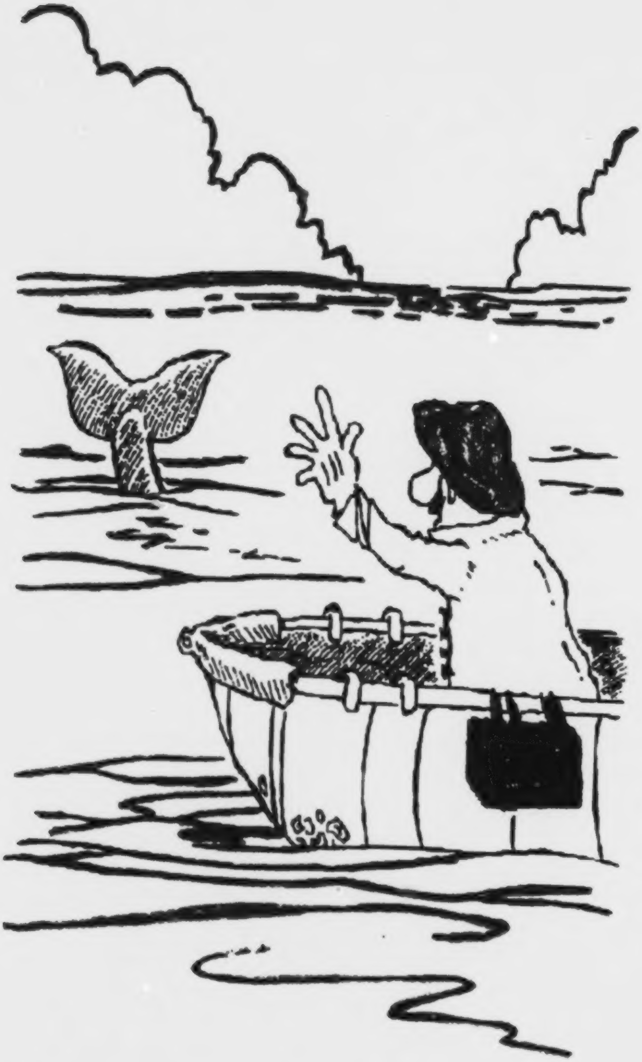


Oona the Whale

by Willow Ann Soltow

Things to do *before* reading the story

Draw a picture of what you think Oona the whale looks like. The next time you are at the library, find a book about whales and see how many different kinds of whales there are and where they live.

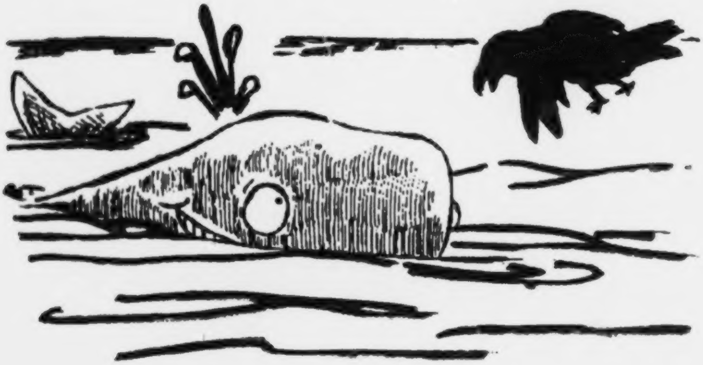
Oona was a whale who lived in Cape Cod Bay. Every day she swam past white farmhouses and past a lighthouse with a red roof. Every night she floated drowsily past jetties that kept the waves from beating too hard against the shore.

Each morning the lobsterman called out to her on his way to his lobster traps. "Good morning, Oona!" he would cry from his black boat. Oona would splash her tail loudly in the water just to say hello.

Oona loved the bay and the land around it. She loved the brightly-colored rowboats that lined the shore. She loved to wake up to the squawk of noisy sea gulls. Oona had many friends. Most of them lived beneath the surface of the water on the ocean floor. Oona liked to dive down into the water to visit them. Sometimes she dived down to have a talk with Crab or to visit with shy Octopus.

Oona could not stay under the water for long, however. Whales need air to breathe, just as you and I do. Oona had to come back to the surface of the water every so often for air.

One day Oona was enjoying the warm sunlight when a sea gull flew by.



“I'm very, very busy!” squawked the gull. “Can't stop to talk! Simply can't! Well, perhaps just for a moment, since you insist.”

Oona had not insisted, but she was much too kind to say so.

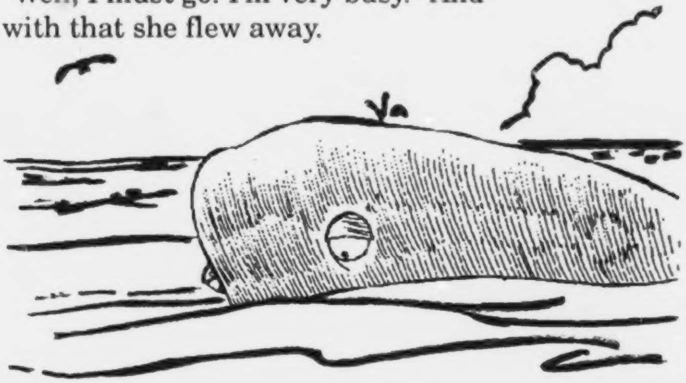
“I've just finished building my nest,” the sea gull told her.

"What is a nest?" asked Oona. "Silly," answered the gull, "a nest is a home. It's a place of your own. I'm going to raise a family there." She cocked her head and looked at Oona. "Whales don't have nests, do they?" she asked.

"No, they don't," said Oona.

"That's too bad, Oona," the gull said. "I'm sorry you have no place of your own."

The sea gull took one last sad look at Oona. "Well, I must go. I'm very busy." And with that she flew away.



All of a sudden Oona was not happy anymore. She did not care about the sunlight on the waves or the friendly sound of the bell buoy.

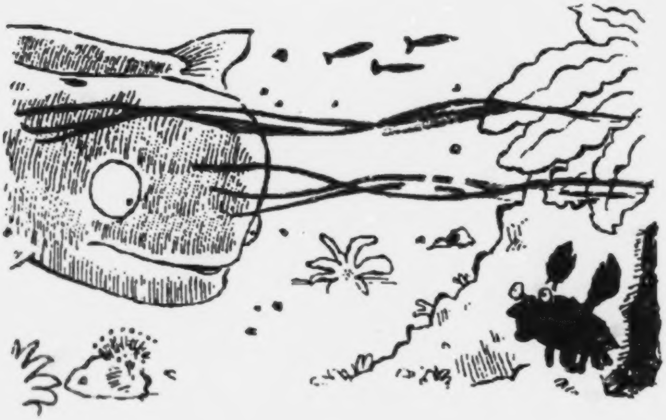
"I do wish I had a home," sighed Oona. She had never really thought about it until now. "I do wish I had a place of my very own!"

Beneath the water Crab waved a claw to Oona. Oona did not really feel like talking to Crab, but she did not want to seem rude. She took a deep breath and dived.

Crab could tell right away that his friend was unhappy.

"What is the matter?" he wanted to know.

"I wish I had a home," said Oona, "a home of my very own."



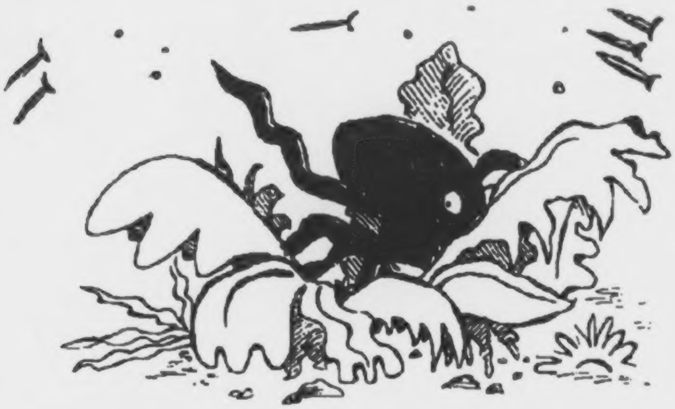
Crab thought to himself for a moment. "Now, let me see. . . . Why don't you find a home in the rocks the way I do? You can't beat a pile of rocks for a nice, safe home."

"That's an idea," said Oona. She went to look for a pile of rocks. She looked and looked. She could not find one that was big enough for a whale. "I'll never find a home," said Oona sadly.

"Pssst! Hey there!" hissed a voice.

"Who's there?" asked Oona.

"Hey! Oona! Over here!" It was Octopus. He was hiding in a clump of seaweed. He was too shy to come out of hiding, so he waved a tentacle instead.



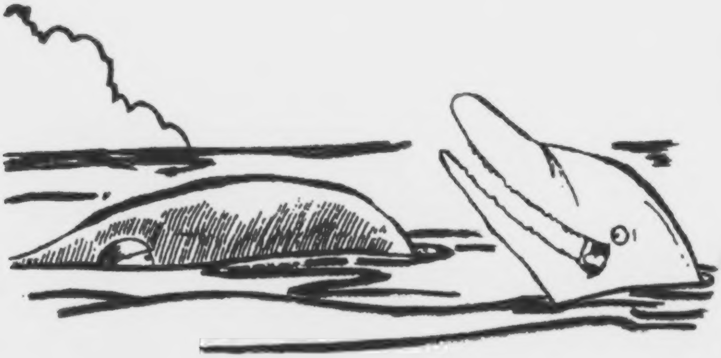
"How about a seaweed home?" he asked. "That's really the best kind of home there is." And he showed her how easily he could disappear into his seaweed.

"I see what you mean," said Oona. She went to hunt for a clump for herself. She hunted and hunted. Finally she found a very large clump of seaweed, but it was far under the water in the deepest part of the bay. Oona could stay there only a short time before she had to go to the surface and breathe. What good is a home where you cannot stay as long as you want?

"I'll never find a home," she said sadly.

The lobsterman passed Oona on his way home. He waved to her, but she did not splash her tail in reply. She was too sad. She watched his black boat follow the sunset into the shore. She watched as he got out of his boat and went into the clean, white farmhouse where his family and a hot dinner were waiting for him.

"I am the only one with no place to go. I am the only one without a home," sobbed Oona. "Oh, what shall I do?"



Up popped a shiny, blue porpoise.

"What's the trouble?" asked the porpoise. She had to poke Oona with her snout several times before the whale would answer.

"I have no home," said Oona sadly. "I have no home of my own."

"Why, the whole ocean is your home," the porpoise said happily. "Your home is wherever you are. Where you are, it is."

"The whole ocean," said Oona softly. "The whole ocean is my home. And all the time that I was looking for it, my home was right here."

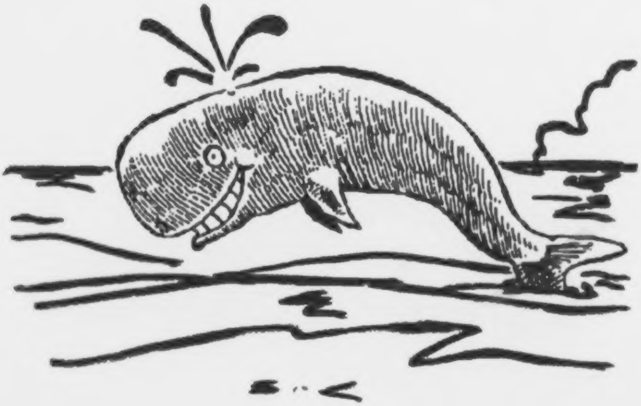
"A home is where you make it," said the porpoise.

"In the sand," cried the crayfish.

"In the reeds," said the sandpipers.

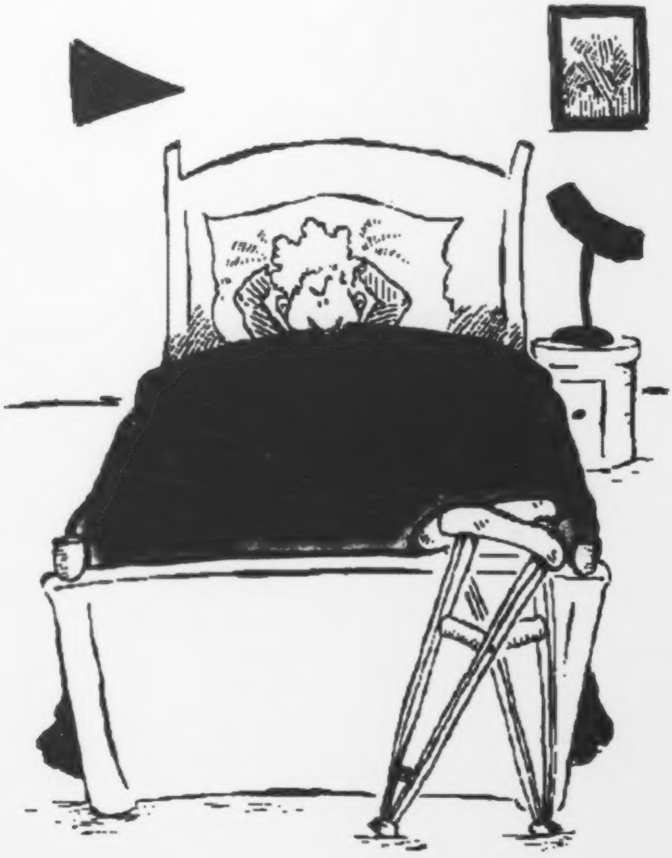
"In the deep sea," said the shrimp.

"A home is where you belong," said Oona. And she splashed her tail loudly in the water, just to show how happy she was.



Things to do *after* reading the story

Just like Crab and Octopus, people live in different kinds of homes. Talk about the variety of places where people live. In what types of homes have you lived?



Dragon in the Sky

by Judy Braus

Things to do *before* reading the story

Could there be a dragon in the sky? If you look at the sky, you can see many different shapes made out of clouds. Look at the sky and see what the clouds look like to each of you. Do you both see the same things?

It was a windy day in March, and it was cold. Peter Jackson pulled his bed covers up a little higher. Where was spring, anyway? He snuggled down under the blankets. He just didn't feel like getting up yet. In fact, he didn't feel like doing anything at all.

"It's not fair," he said to himself. "Why did I have to sprain my ankle just before the kite-flying contest?"

Peter heard his brother Jeff coming down the hall. "How's the ankle?" Jeff asked.

"Oh, it's OK," said Peter. He sat up in bed and reached for his crutches.

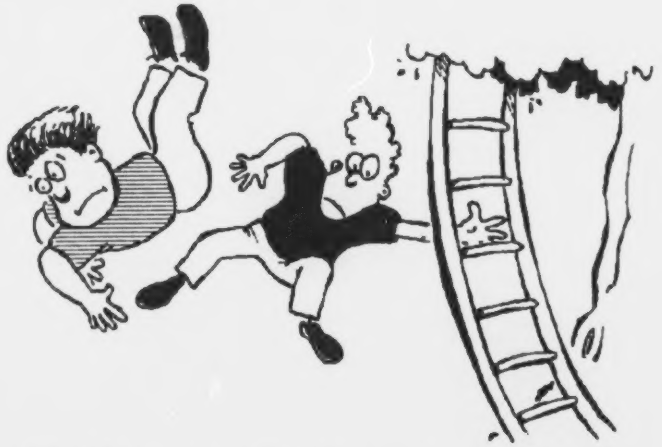
"Are you making another kite for the contest?" asked Jeff. "I'll help, if you want me to."

"I'm not going to enter, Jeff," said Peter. "I can't fly a kite with this dumb ankle."

"Well, let me know if you change your mind," Jeff said. "Come on, breakfast time."

As Peter made his way slowly downstairs, he thought about yesterday. He had been testing his contest kite when it suddenly got tangled in a tree. An older friend, Wong Lee, had been watching. He went and got a ladder to help Peter get his kite down.

Wong Lee was untangling the kite when Peter climbed up onto the ladder. The ladder shook, and both boys came tumbling down. Wong Lee had broken his arm, and Peter had sprained his ankle. The kite was torn to bits.



"You'll have to walk with crutches for a week or two," the doctor had said. "And take it easy!"

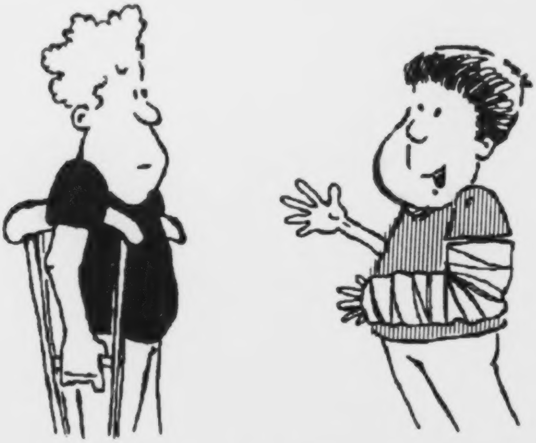
At breakfast Peter was very quiet. Everything was ruined. Sometimes things just didn't work out. "I don't even want to watch the contest," he said to himself. "It wouldn't be any fun."

After breakfast, Peter hobbled over to Wong Lee's house. "How's your arm?" he asked his friend. "I'm really sorry about the ladder. It was dumb of me to climb it."

"Aw, that's OK," said Wong Lee. "I should have known better than to let you. But listen. I've got an idea. We could enter the contest together. We can build a new kite. I can't use my arm very well, so you could help me build a new one. And since you're on crutches, I'll fly it. We'll be a team!"

"But do we have time to make a kite?" asked Peter.

"Oh, sure," answered Wong Lee. "We can make one in no time."



As the boys walked into Wong Lee's room, Peter looked all around. There were pictures of insects everywhere. Some of the neatest were dragonflies. "Dragonflies are my favorite insects," said Wong Lee. "Want to make our kite look like one?"

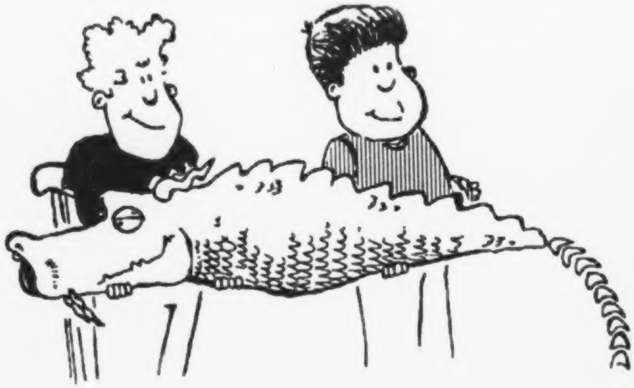
"You bet!" said Peter excitedly. "Let's get started."

The boys worked together all day. They used a special wood that Wong Lee had bought in a hobby shop. Then they added brightly-colored tissue paper to the frame. Soon the kite began to look like a big dragonfly.

For the next few days, Peter spent almost every minute at Wong Lee's house. When Peter's brother, Jeff, asked what he was up to, Peter said, "It's a secret."

Finally it was the day of the kite-flying contest. Outside it was sunny, bright, and breezy-perfect kite-flying weather! Almost the whole town turned out to watch the contest. The judges looked at each kite very carefully. They looked at shapes and colors. They looked at sizes. They made notes about each kite and talked to the children who made them.

"We're a team," Wong Lee said proudly when the judges came to his and Peter's kite. "We call our kite the 'Green Dragon.'"

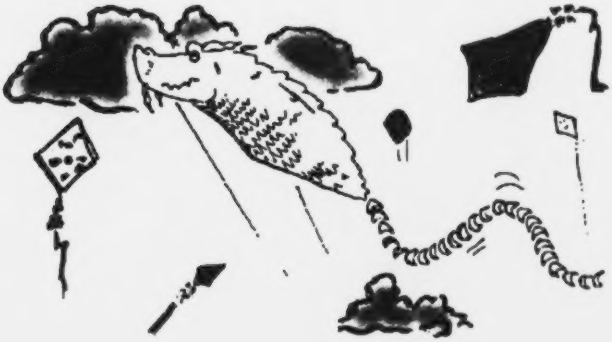


At last it was time for the contest to begin. Wong Lee started out with the other boys and girls. There were eagle kites and owl kites and butterfly kites all bobbing in the sky. But the highest-flying, most beautiful kite of all was the Green Dragon. It swooped and soared way above the crowd.

Suddenly the loudspeaker came on. The announcer said, "All right, kids. The contest is over. We have a winner! The winner—the best-flying kite of all—is the Green Dragon. The Dragon was made by Wong Lee and Peter Jackson. Come get your prize, boys!"

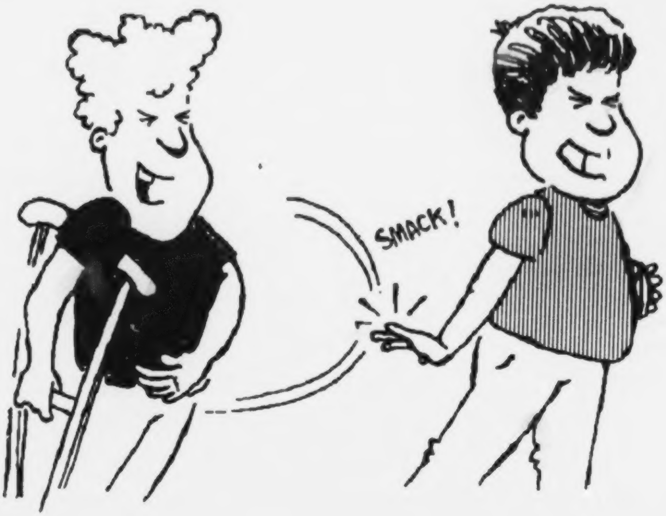
"We won, we won!" cheered Peter and Wong Lee as they headed for the judges' stand. Peter's brother came running up to give Peter a hug. He shook Wong Lee's hand and said, "You guys sure did a great job! Congratulations!"

"We did," said Wong Lee, "and we did it together!"



"Right," added Peter. "The Green Dragon team! That accident didn't stop us, did it, Wong Lee?"

"No way!" said Wong Lee with a big smile.



Things to do after reading the story

Together, decide on a symbol or group of symbols that best represents your family. Then design a kite of your own using those symbols. (Your local librarian will help you find a book that shows how to make kites.) You will be able to fly your own kite and honor you family at the same time.

Green Goop

by Mary Morgan

Things to do *before* reading the story

Rosalind creates something new in this story. Have you ever wanted to make or invent something? Think about something you could make together. Write a list of parts or ingredients you will need, describe what you are going to make and what purpose it will serve, then begin your invention.

School can be really dull sometimes. You go to the same room with the same kids and the same teacher, and nothing really cool ever happens.

But today was different. Today was the Science Fair.

Now, I know some people think that science is for nerds. But science can be great if you know enough about it. Shortsy says that "Science is the ladder from which humans can touch the stars." I'm not sure what that means, but I like how he says it.

Shortsy is our teacher, Mr. Schwartz, only nobody calls him Mr. Schwartz. He's bald and laughs like a horse. He says his hair burns off because he thinks so hard.

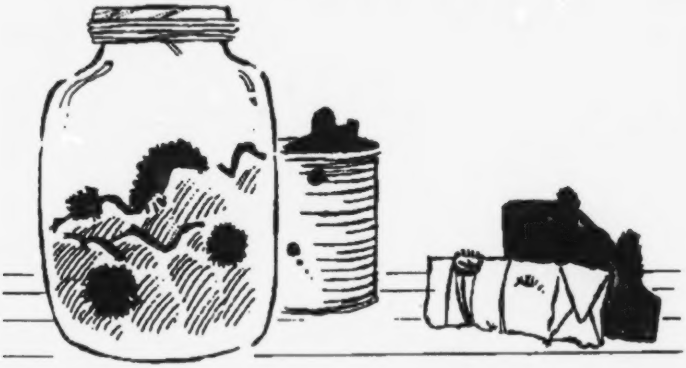
He likes to talk about weird things like global warming and solar energy, but he lets us play Smear the Queer during recess, so he's OK.

Anyway, today was the Science Fair. I stayed up almost all last night working on my project. My creepy brother Elmo tried to find out what I was making, but I put up a sign—"Enter and Die"—to keep him out. Plus, I locked the door. You never can be too careful with Elmo.

I thought a long time about what to do for my project. I didn't want to do anything sick like Stacey, who's cutting up a frog, or goofy like Howard, who's making about a zillion cut-out snowflakes. And there'll be at least five fake volcanos. I wanted to do something different, but cool.

Then it came to me. Last week I'd seen a movie on TV called "The Goop" about a science experiment that screwed up and started growing bigger and bigger until it took over the world. What a great idea! I'd make my own Goop for the Science Fair!

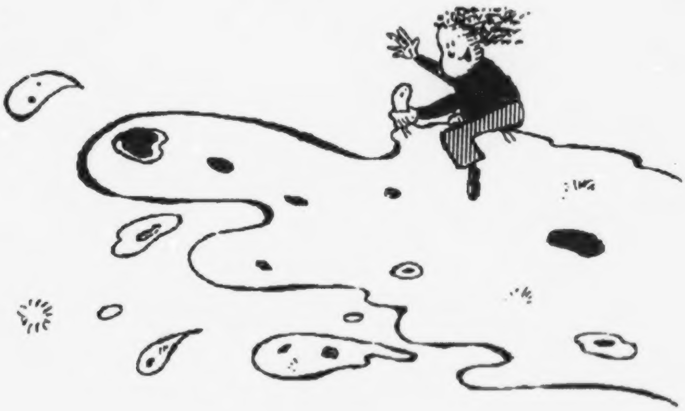
This was really exciting. First I sneaked out to the kitchen and checked out the refrigerator. In the back of the bottom shelf Mom always keeps really gross stuff that no one wants to eat. I found one jar of brown ooze with furry green splotches growing on it, a half-empty can of something black and lumpy, and two sticks wrapped in foil and covered with yellowish prickles. Excellent!



I made sure that Mom was still in the living room; then I tiptoed into her bedroom. She has lots of jars and tubes filled with smelly colored jelly, stuff she smears all over her face (or maybe she eats it—I don't know), but I knew it would be great for the Goop.

After that, I went through the junk in my closet and found my Junior Chemistry Set. Most of the chemical bottles had crusted over so much that I couldn't tell what was in them, but I figured that it was bound to be something scientific, which was what mattered.

I went back to the kitchen and got an empty plastic butter tub to hold the Goop. Back in my room I mixed everything together carefully. It smelled gross and burped little bubbles of slimy green ooze, a sure sign of goopiness. I was satisfied, so I sealed the plastic lid on tightly. When I finally went to bed, I had a dream about riding to school on a wave of Big Green Goop.



This morning I woke up early. I looked on my desk—the tub of Goop had swelled up during the night. Perfect! I could hardly wait to get to school.

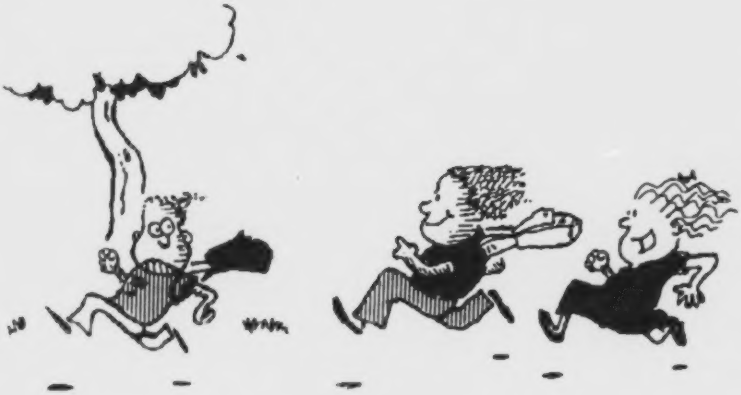
Elmo and I walked to school, and as usual we walked past Ralph's Quik Mart. Today we saw Cassie sitting on the curb in front of Ralph's. She yelled, "Hey!" and Elmo and I both yelled, "Hey!" and stopped so she could catch up. Cassie talks too much, but mostly she's OK. Today she had real news.

"Hey, Roz! Are you ready for the Science Fair? I heard there's a big prize this year for the best entry—you know what it is? I heard it's either $100 or a color TV or something really great. So what's your project?"

The Goop was in the butter tub in my backpack, but I hadn't heard about the prize. That was cool. "Yeah, I knew all that," I said to Cassie.

"So what's your project?" she asked again. I could tell that she was dying to find out, since she knew that it would be the best.

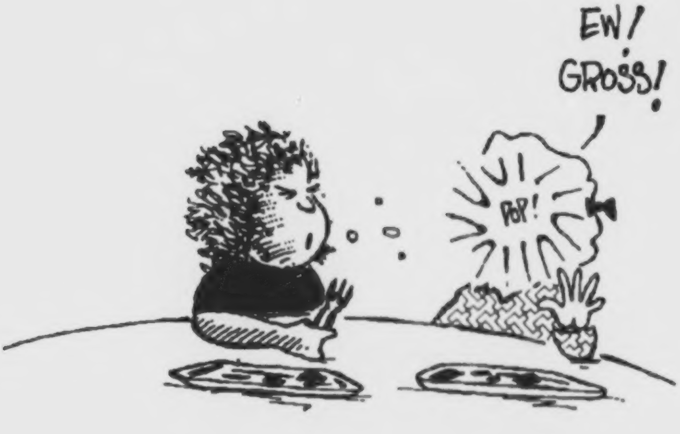
"It's a Nerd Detector, to track down nerds like... YOU!" I said as I reached for Elmo. He screamed and took off running, and Cassie and I chased him all the way to school. We got there just before the bell rang, and didn't have time to talk about it any more.



All morning I was really good. Shortsy asked once if I was sick, but I said, "No, I'm fine." The Science Fair started after lunch, but I wasn't nervous about waiting. I knew that whatever the prize was, it was mine! I couldn't wait to see the look on Shortsy's face when he found out what I'd made.

During lunch I could hardly eat. Cassie kept bugging me about the Goop. "Why can't you tell me? I'm your best friend, aren't I?" she whined. "I'll tell you about mine if you tell me about yours!"

I blew a big slobber bubble in her face. "You're gross!" she squealed, but she shut up after that.


EW! GROSS!
POP!

Pretty soon Shortsy came to the cafeteria door. "ROOM 213—LINE UP!" he yelled at the top of his lungs. It can get really loud when we eat. Cassie and I stacked our trays on the conveyer belt and went to line up behind Lenny, who is always first in line, no matter what.

"Hey, Roz Jaws," he said and stuck out his tongue.

"Hey, Len Hen," I said and stepped on his foot.

"Rosalind!"

I didn't think Shortsy was looking, but I guess he saw the foot action. I pretended not to hear him.

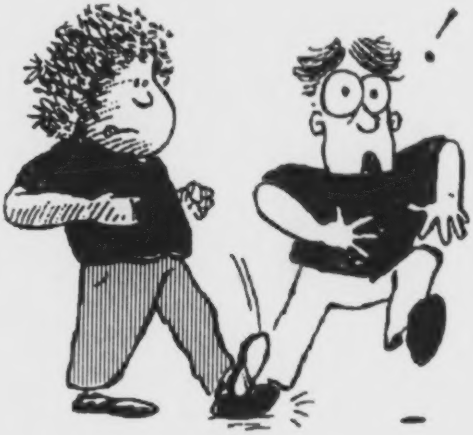
"Rosalind, if you behave like a beast, you will surely become one!"

"But...."

"Rosalind?"

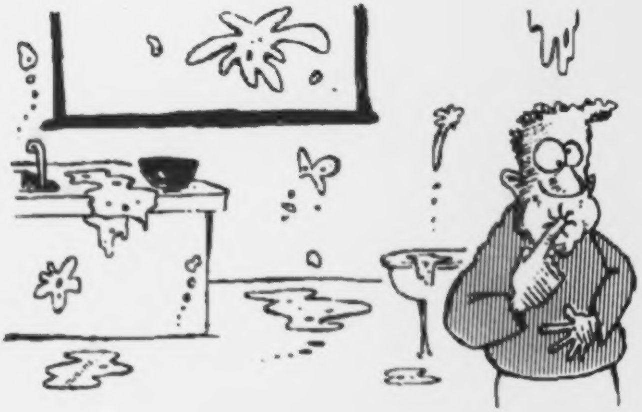
"Sorry, Leonard," I said. Life isn't always fair, but I would get Lenny back later.

By now everyone was lined up behind us, and Shortsy turned to lead us down the hall. I could hear Cassie whispering to someone, but I didn't look back. They were probably talking about my project.



We were almost back to the room when suddenly we heard a really loud BOOM! and we all jumped as the door to Room 213 rattled and shook. Shortsy ran to the door and jerked it open. He gave a snort and turned completely white, and it didn't take long for the rest of us to find out why. I can't really describe how horrible the smell was that rushed out into the hall, but Lenny puked, and he wasn't the only one.

Cassie screamed and then everyone started screaming and running around. Mrs. Madirez, the principal, came and was shouting, and it was all because of my Big Green Goop. It had exploded and was all over the floor and the chairs, and I can tell you that it stunk worse than anything I'd ever smelled before in my life. Shortsy just stood there shaking his head and coughing.



Well, Mrs. Madirez sent all the classes in that hall home for the afternoon because it smelled so bad and was making everyone sick. The janitor even had to wear a white mask over his face when he came to clean up the mess—it stunk that bad.

After all that happened, I thought Shortsy might be really mad. But I won the Science Fair prize, after all—a really cool book about how things work, like why water always swirls the same direction in a toilet.

Shortsy said I showed how science can affect the world, even if this time it was only our hall in school. He said that next time I should try to do something less odoriferous, though...whatever that means.

Things to do *after* reading the story

The green goop blew up and made a mess of the classroom. Write a different ending to the story in which the green goop changes in another way.

We hope you had fun with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten ($1.75).

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities ($1.75).

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening ($1.75).

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents to help them encourage their children to read. Offers several practical activities for parents ($1.75).

Creating Readers and Writers, by Susan Mandel Glazer. Suggests that parents: (1) encourage the use of language; (2) build positive attitudes toward reading, writing, and speaking; and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups ($1.75).

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve adolescents' needs, and presents future needs that reading can fulfill ($1.75).

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Ideas are presented to help parents use resources from around the home to promote literacy. The activities are educationally sound and fun for the parent and child to do together ($6).

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- *Working with the School*
- *Computers/Home Technology*
- *Music/Dance*

BEST COPY AVAILABLE

This booklet has a companion audio tape on "Recreation for Health and Learning." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.

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Getting Started

Welcome to this month's issue of *Parents and Children Together*. In this issue on recreation for health and learning, we focus on fitness and its relation to school achievement. On Side B of the tape (and in the second half of the booklet) we have three read-along stories. We encourage you to listen to these stories and to read them with your children so that they can participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.

Fitness and School Achievement

You may wonder how the condition of the body can affect learning, but there is no question that it does. Studies show that children who exercise regularly perform better in their school work than children who are not physically fit.

As you know from all the ads on television and all the articles in newspapers, we Americans spend a lot of time thinking about fitness and health. You may be one of those people who has an exercise routine or who deliberately participates in activities that get you out and moving. You may even be one of those people that some folks call a "health nut." Whether you are or not, you may have given little or no thought to what fitness can do to your child's learning in school. And probably you have given even less thought to your role in your child's fitness. It's worth thinking about.

Fitness

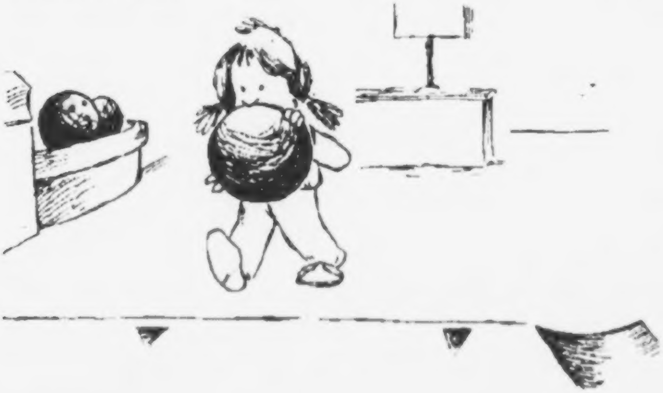
When the experts use the term fitness, they are referring to the ability of the body to supply oxygen to the muscles and the ability of the muscles to use oxygen efficiently for work. If oxygen is plentiful and our muscles use oxygen well while we are working or playing, we have the energy we need to do our work well. This healthy exchange of oxygen is developed through regular exercise, enough rest, and healthy food. Without sufficient exercise, our lungs and muscles do not develop the capacity for good oxygen exchange. Then we are likely to feel tired or sluggish. If we don't get enough rest, we prevent our muscles from replenishing their needed oxygen, and of course we are still tired. Healthy food replaces the energy sources and vitamins and minerals that our body uses during work. If we stuff ourselves only with fat and sugar (junk food), our body lacks the ingredients it needs to keep its muscles and organs working efficiently.

Why should you be concerned as a parent? Because you are the role model for your child. Especially in her early years, your child shapes her vision of how she should act from what she sees you do. If you walk or jog or swim, your child learns early in life that fitness activity is what important people do—because you are so important to your child. And just as exercise is important to your self-concept, exercise also aids the self-concept of your child. Research shows clearly that children's self-concept can be increased by increasing their physical fitness. The reason a good self-concept is important in this discussion is that there is a strong relationship between a positive self-concept and good achievement in school. So that's one important way that fitness influences school achievement. If you feel energetic, and you think you look good because you are fit, you tend to perform your school work better.

This issue of fitness and self-concept is especially important for children who tend to be heavy for their age. In one study, when students were asked to rate body types, the muscular body received the highest rating and the fat body the lowest. Children were asked to put labels on body types, and they said that fat children were "stupid," "dirty," "lazy," and "smelly." Just from that study you can understand how a person's self-concept might be damaged by his physical appearance.

People with a weight problem often fall into a vicious cycle. As their weight increases, their desire for physical activity decreases; yet one of the key ingredients in weight control is physical activity. Most people must exercise to keep body fat under control. A balanced diet also is a factor. But quite often obese children and normal children eat the same number of calories each week. The difference is that normal children engage in much more physical activity. So set the example for your children and try to find ways that you can exercise together.

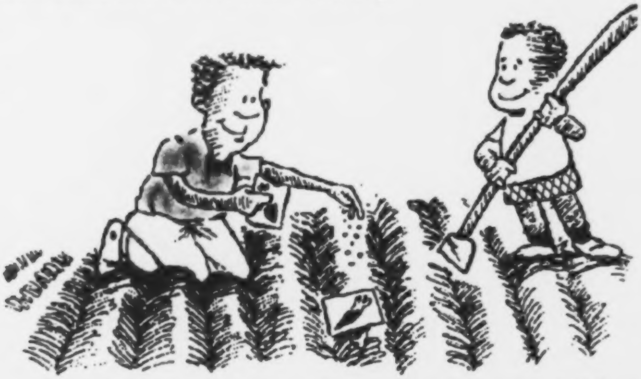
When your children are young, you can walk together, or jog if you prefer. Find games or recreation where your family has to move around to participate, such as shooting baskets, throwing a ball to one another, walking instead of riding to the store, bowling, playing tennis, or any number of active games. They can all be part of your effort to have fun, build your child's self-concept, and develop the energy base your child needs to perform well in school.



Nutrition

We live in a fast-food world—a world that encourages us to eat quickly and to eat food that doesn't take much time to prepare. You know, of course, that vegetables, meat, fish, and fruit in balanced meals give the kind of nutrition your body requires. And I know that in the hurried business of our lives, we would much rather grab and run than take the time to prepare or to order and eat a balanced meal. Part of the answer for a family is to make meal preparation a family activity.

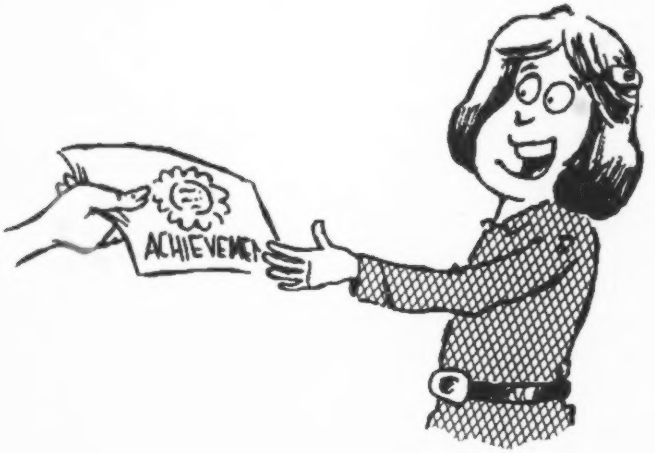
If you have the space, you might grow a small home garden. That garden can give you some of the vegetables that you need for sandwiches and cooked meals. Even in a small plot you can grow tomatoes, lettuce, carrots, and zucchini. The garden provides movement and activity for everyone, and the use of those foods can get everyone involved in the preparation of some meals, even if it is only cutting up carrots to put into each person's lunchbox for the next day.



There are always things that young children can do and will enjoy doing in the kitchen, for example, making biscuits from the many cut-and-bake products that can be purchased at the supermarket. Naturally, your children can help you mix and bake if you make everything from scratch.

Other ways that you can promote fitness at home include encouraging your school to develop a strong physical fitness program, reading about fitness to your child, or going with the entire family to a skating rink, a bowling alley, or a golf course. Schools often provide family fitness opportunities.

Don't be afraid to get involved. Go to the school gym once a week and work out with other parents and children. As part of the President's Physical Fitness program, some schools issue an exercise calendar. Each day the family can perform an exercise routine. At the end of the month, when all the days have been marked with the parent's signature, the child receives a certificate of achievement.



Schools also offer nutrition programs from time to time. These discussions will remind you of the need to pay attention to your family's diet and also give you good ideas on how to provide your family with appetizing meals that are healthy, too. Look for information in your school newsletters. They may remind you to give after-school snacks that are nutritious, such as carrots, grapes, peanuts, and so on. They may also give a list of library books about eating habits. Here are a few examples:

☞ *Bread and Jam for Frances*
by Russell Hoban

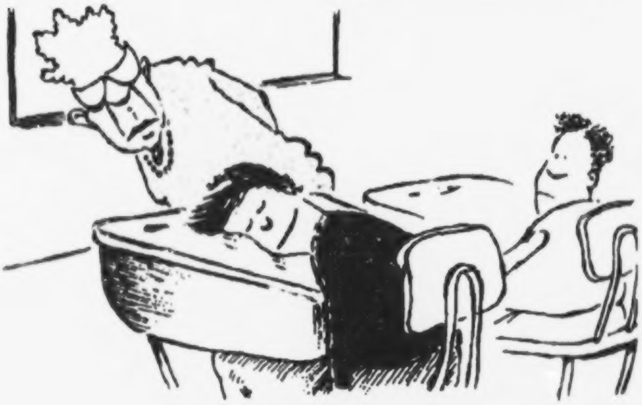
☞ *Dandelion: The Lion Who Lost His Roar*
by Rose Stain

☞ *Old McDonald Had an Apartment House*
by Judith Barrett

☞ *Blueberries for Sal*
by Robert McCloskey

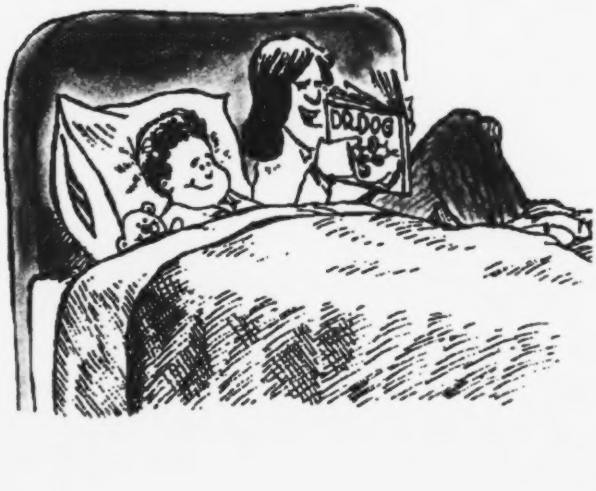
As a last reminder, make meals and exercise a pleasant time for the family to get together. In the long run, you and your children will cherish the pleasant times you had when you worked together to stay fit through exercise and eating well.

Before we close this part of our discussion, we want to remind you of the need for a good night's sleep. Many teachers today worry about tired children who fall asleep in school each day.



They are the ones who have stayed up to watch late movies or other television programs. The average child seems to need about eight hours of sleep to function well on school tasks. Some need more, some a little less. As early in the life of your child as possible, start a bedtime routine that will calm your child and put him in the mood to sleep. Try to get on a schedule where bedtime is about the same time each night. Perhaps reading a story together, listening to soothing music, or talking about the good things that happened that day will ease your child into slumber.

You are important to your children. Give them the example and the direction of regular exercise, healthy diet, and plenty of daily rest. That's a good base for their work in school, work that is often difficult and requires their best energy.



Questions about Fitness and Health

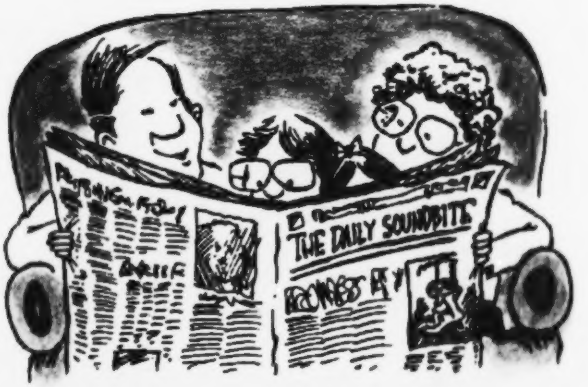
Most parents are concerned about their children's diet, fitness, and general health. Here are answers to a few of the more common questions parents ask about these issues.

Our children participate in various sports throughout the year. Because of their interest in these different sports, we spend much of our time driving our children to games and practices, often times in different directions. What can we do for family recreation that involves everyone in our family at one time?

Since your children's activities take you away from the home so much, you may want to consider ways your family can enjoy time together at home. We sometimes misinterpret the word recreation to mean only physical activity.

Recreation is a means of refreshment or a diversion from our everyday jobs and routines. It is important that we give ourselves opportunities to enjoy our families in relaxing ways.

Reading can be refreshing and stimulating for us, as well as a way of relaxing at home with our families. Reading and sharing books at home—whether it's a favorite novel, a magazine, or the Sunday paper—can bring parents and children together. Set aside time for your family in which everyone can read and share books for pleasure. Family reading and talking about books not only increases family literacy, but it makes reading an interactive and social activity for your family.



I am a single parent with two active boys. It isn't always possible for me to let them do everything they would like to, especially the more expensive activities such as basketball camps, overnight camping trips, weekend skiing, and so forth. Do you have suggestions for making our recreation affordable?

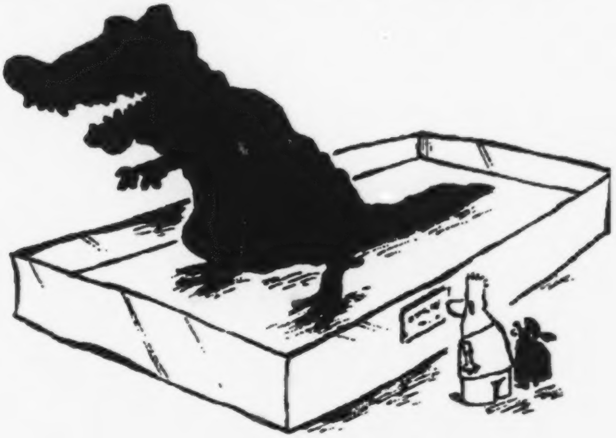
Libraries and museums are still the best bargains around. Libraries usually offer year-round programs that are absolutely free—you just have to show up. The topics vary, and the programs are generally very good about providing for a variety of interests and age levels. Many libraries have story hours, puppet plays, guest speakers and performers, and a variety of special activities throughout the year. Some libraries put out a monthly schedule or calendar of events. Others may put notices in local newspapers about upcoming library programs and activities. Take your family to your local library and check out what they have to offer.

Puppet Theatre

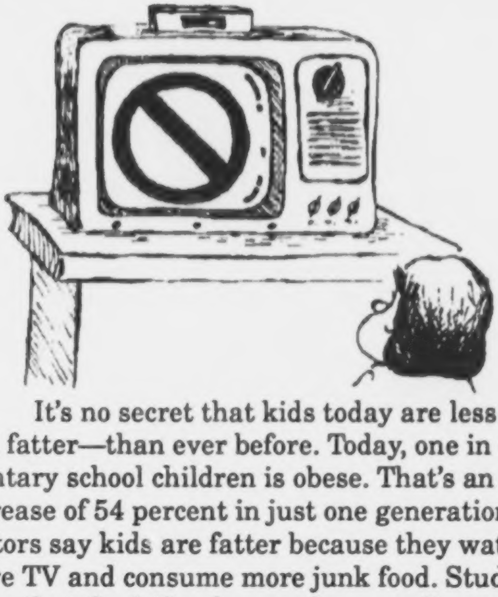
The library can also be a good source for trying to find a hobby or recreation that your family can enjoy together. Your local library can provide you with books and information on a variety of recreation or hobby ideas. Encourage your family to read about different types of recreation and to share ideas about what would be enjoyable for everyone. Doing a little family research—finding out what recreation is available, what will suit your family interests, and what is affordable—can lead you to recreation that everyone has had a part in selecting and will enjoy doing together.

Visiting museums is another inexpensive way to spend free time. Some museums are free, while others may ask for a donation or family pass that can be purchased and used year round. Museums, especially children's museums, offer special programs on a variety of topics. Many of these programs have hands-on type activities. Check to see if you need to pre-register your children for these programs. The exhibits and activities in museums change frequently, so there is always something new, interesting, and fun to offer your children.

Also, inquire about free concerts, plays, exhibits, and hobby shows in your area. The "recreation" or "leisure" section of newspapers can give you more ideas and ways to enjoy leisure time with your family—without spending a lot of money.



I am concerned about my son's weight problem. We have talked about eating balanced meals, and he really has made an effort to eat nutritious snacks when he comes home from school. I have encouraged him to be more active and get some exercise after school rather than always watching TV. My subtle hints haven't worked. What can I do without always seeming to nag at him?



It's no secret that kids today are less fit—and fatter—than ever before. Today, one in five elementary school children is obese. That's an increase of 54 percent in just one generation. Many doctors say kids are fatter because they watch more TV and consume more junk food. Studies show that the kids who are the most fit watch the least television a week—just one or two hours weekly, compared with a national average of more than 25 hours.

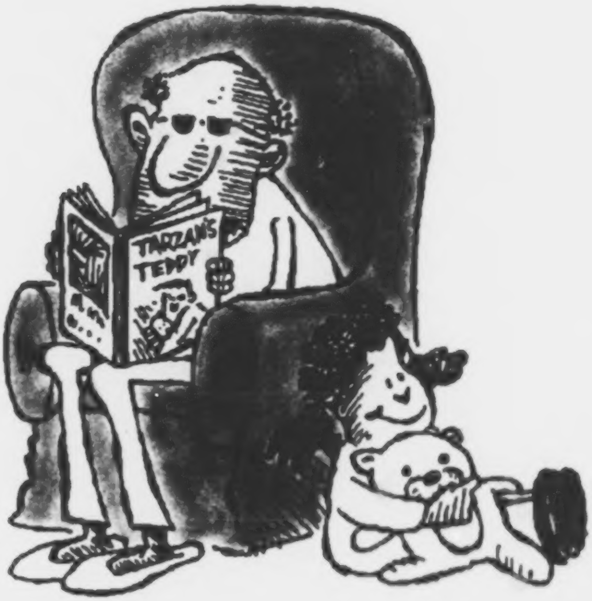
So one way to help your child control or reduce fat is by turning off the television. Make a rule that no TV is watched until after dinner—and stick to it! Encourage your child to try more active pursuits instead of spending so much time in front of the tube. You might suggest that some kids come over to play outdoor activities such as kickball, tag, hide-and-seek, and other children's games. Some children need other children around to be more active.

You can also find ways to work out together. You might take a brisk morning or evening walk. If your son is older, you can try jogging together. Or you can all enroll in a fitness class. Whether it's aerobics or tennis, you'll all get fit and have fun.

Finally, you can start an exercise program yourself. One national study found that if either parent exercised, children were less likely to be fat. If the mother exercised, the child's chance of fitness increased even more. Even if your child doesn't exercise with you, the model you set can pay off.

Our child has a difficult time staying in bed once he gets there. We start to bed at 8 or 8:30, but it usually stretches into 9:30 with all the trips back and forth to the bathroom, drinks, snacks, questions, and so forth. Many times it takes angry words to get him to stay in bed. What can we do to make bedtime a more pleasant time for all of us?

Many children, and adults too, need time to unwind and quietly relax before actually going to sleep. Reading to your child before bedtime is an excellent way to help him relax. We have bedtime at our house set for 8:00 and a "lights out" time for 8:30. The children must be ready for bed by 8:00 and the additional half hour is used to read and unwind before falling asleep.



Parents know that some children who are sent to get a book or allowed to read before bedtime often don't do it. They are distracted by other things. I suggest keeping some of your child's favorite books by your bed or easy chair. When he comes to you at bedtime for a quick hug and kiss, you can read to him without delay and relax together. I think both you and your child will actually look forward to bedtime with this new routine.

If you have questions you want answered about fitness, please write to us and we will try to answer them for you. You may find your question in another issue of *Parents and Children Together*.

Write to:

Editor, *Parents and Children Together*
Indiana University
2805 E. 10th Street, Suite 150
Bloomington, IN 47408-2698

* * * * *

Recreation Activities

Improve your children's health and spend some fun time with them by trying some of the following activities. Discuss these activities with your children. Ask them to select two or three that they want to work on. Don't try to do them all, just two that work for you.

Hit the Trail

- Most kids like to snack, and enjoy making their own creations in the kitchen. Let them make something nutritious to eat. Below are two recipes you can use. Some adult supervision may be required to oversee this activity, and younger children may need someone to read the recipes to them.

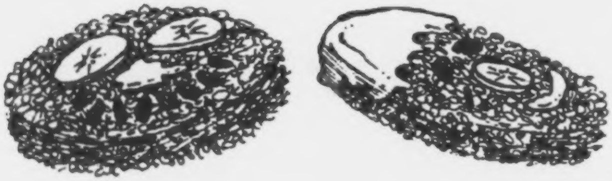
YELLO JELLO

Recipe: Trail Mix

Mix any combination of granola cereal, peanuts, flaked coconut, raisins, dried dates, apricots, or banana chips.

Recipe: Munch Cakes

Spread peanut butter or apple butter over a rice cake. Top with raisins or banana slices.

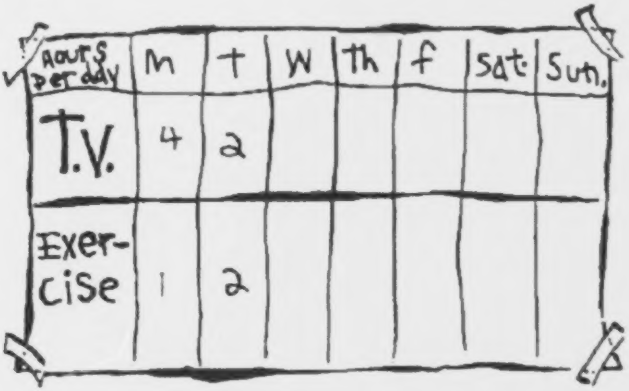


Read to Relax

- A quiet activity can help your child settle down before going to bed. Share a book with your child by reading to her or letting her read to you. Older children might enjoy reading one chapter each evening from a longer book and then sharing it with you.

Exercise or Televise?

- Compare family members' daily exercise and television viewing by making a chart. Let your children record how many minutes or hours they spend watching television and exercising. At the end of the week, compare television time versus exercise time, and decide if your family needs more exercise and less television time.



Hours per day	M	T	W	Th	F	Sat.	Sun.
T.V.	4	2					
Exer-cise	1	2					

Be a Sport

- If your family does need to be more fit, choose a sport or exercise in which you would like to participate. Go to your local library and check out a book about the topic. Find out the rules of the game, health risks, and equipment needs.

Praise Be!

- Be sure to give your children lots of encouragement and praise when they join in physical activities. Reward them for their participation, not just for their skill level or team victory.

If you have helpful ideas that have worked for you and your children, please send them to us and we'll share them with our readers.

Write to:
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UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher: the tools he used
Were books and music and art;
One a parent with a guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled
With touch that was deft and sure.
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed they would have failed
If they had worked alone.
For behind the parent stood the school,
And behind the teacher, the home.

—*Anonymous*

Books for Parents and Children

On pages 26–34, we have put together a list of books for parents and children. Books are a good means for learning about exercise and nutrition.

In the ***Books for Parents*** section, you will find books that discuss family fitness and health. ***Books for Children to Read by Themselves*** are divided into age groups, but remember that these groupings are just general guidelines. We also have listed books that parents can read to their children in the ***Books to Read Together*** section. A different list of books for parents and books for children appears every month. You will be able to find these books at your local public library or in most bookstores.

At the beginning of this issue, we mentioned that Side B of the audio tape contains three stories that are designed to be read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about the story ahead of time.

Before reading the story, talk about the title or the things that might happen in the story. Then—after the story is finished—talk about it again. By the way, if in the middle of the story something funny or exciting or interesting happens, it's O.K. for you to stop the tape and discuss the event, or for you to ask your child questions such as "Where is New York City?" or "What kind of slime was on the rocks?" These questions make the interaction between reading and human life even more valuable.

When you and your child are ready, press fast forward. Then turn the tape to Side B and listen to the stories as you read along together, or you may read the stories aloud while your child reads along in the booklet.

* * * *

Books for Parents

The following resources will give you more information on fitness and nutrition:

Foodworks: Over 100 Science Activities and Fascinating Facts that Explore the Magic of Food, by Mary Donev and others. Uses fun activities to explain the role of food in our daily lives. Explores different kinds of foods, where they come from, and how the body uses those foods for fuel. Also covers vitamins, taste buds, and food recycling.

Dr. Eden's Healthy Kids, by Dr. Alvin N. Eden. Uses the latest findings on cholesterol, salt, sugar, and essential minerals to discuss exercise, nutrition, and obesity. Suggests diet and nutrition plans and exercise programs for children from infant through adolescent age. Includes healthy recipes for kid's favorite foods, tips to prevent iron deficiency, and exercises to build cardiovascular strength.

The Complete Guide to Family Fitness Fun, by Dr. Charles T. Kuntzleman. Provides ideas to keep family members' cholesterol and weight at healthy levels. Lists fun activities to do as a family. Gives ways to prevent and control high blood pressure and stress. Presents charts on calories, cholesterol, caffeine, fast food, heart rates, and minerals and vitamins. Also includes recipes for healthy meals and snacks, and exercise programs.

Books to Read Together

Ages 4-6

Dinosaurs Alive and Well! A Guide to Good Health, by Laurie Krasny Brown and Marc Brown. Some fun-loving dinosaurs show how to dress, eat well, relax, exercise the body and mind, and deal with feelings, worries, and stress. Includes tips on first aid, a list of grown-ups to turn to for help, and some ideas to help prepare for sleep.

Vegetable Soup, by Jeanne Modesitt. Elsie and Theodore are rabbits. They have just moved into a new home and are about to fix lunch when they discover their carrot sack is empty and the market is closed. Their neighbors are friendly and share their food, but it isn't rabbit food. Elsie and Theodore try the food and discover that different foods can be delicious.

When We Went to the Park, by Shirley Hughes. A little girl and her grandpa go to the park to watch the daily activities. Children and adults are running, jogging, playing ball, and feeding the animals.

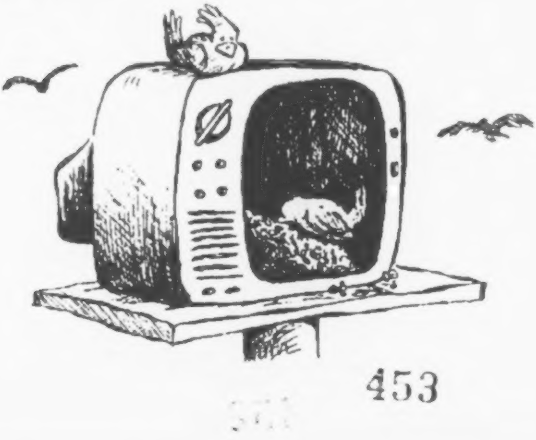
Ages 6-8 *The Bicycle Man,* by Allen Say. It is Sports Day at a small village school in Japan. The students compete for prizes, and the parents join in the festivities also. Two American soldiers share in the fun when they borrow the principal's bicycle to perform some stunts.

The Healthy Habits Handbook, by Slim Goodbody. A guide to developing healthy habits. Covers posture, nutrition, breathing, safety, and sleep. Includes tips for home and school.

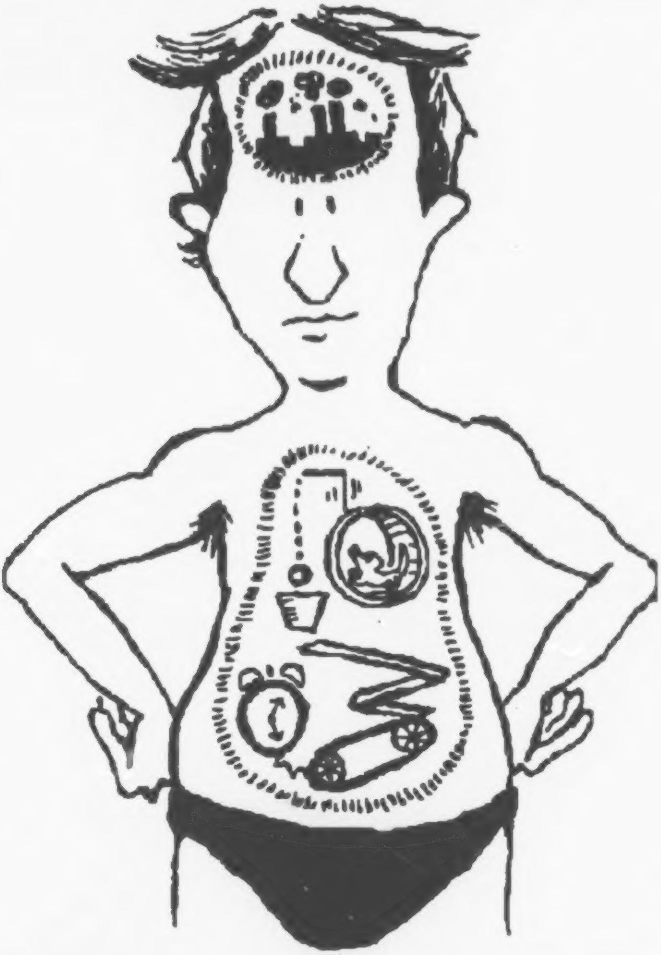
Ages 8-10

Usborne Body Books: You and Your Fitness & Health, by Kate Fraser and Judy Tatchell. Covers exercise, stamina, injuries, rest, relaxation. Deals with the care of skin, teeth, hair, and eyes. Discusses smoking, alcohol, and drugs as they relate to health. Includes many illustrations.

Fred's TV, by Clive Dobson. Fred is a TV addict. He isn't playing ball any more or running around outside with his friends. They all prefer to watch TV and eat during their free time. One day Fred's dad decides to destroy the TV. Fred is in terrible shape until he converts the TV into a bird feeder. Now Fred is active again and has a hobby as well.



Bodyworks: The Kids' Guide to Food and Physical Fitness, by Carol Bershad and Deborah Bernick. Explains how the body works and uses the food we eat. Looks at lifestyles in general, eating habits, nutrition, exercise, and food selection.



Books for Your Children to Read by Themselves

Ages 4-6

Follow the Leader, by Jacquie Hann. Follow the leader in this book as she goes up a hill, over a wall, up and down the stairs, and all around an old house until she and her friends discover the unexpected.

What Happens When You Sleep? by Joy Richardson. Explains why people need sleep and what happens during sleep. Touches on dreams, snoring, relaxation, eye movement, and sleeping positions.

Wait, Skates! by Mildred D. Johnson. A little boy gets a new pair of skates, but they just won't wait for him. His skates go all directions, and so does he. He practices skating until his skates can wait and he can skate straight.

Ages 6-8

Clara's Dancing Feet, by Jean Richardson and Joanna Carey. Clara loves to dance, as long as she is at home. She decides to go to class, but feels she can't dance in front of people. Clara gets over being shy and discovers she is able to perform with the rest of her class.

Louanne Pig in Making the Team, by Nancy Carlson. Louanne wants to be a cheerleader and Arnie wants to play on the football team. They help each other practice and soon discover that Louanne is better at football than Arnie, and Arnie is a better cheerleader than Louanne.

Jam, by Margaret Mahy. Mr. Castle doesn't want to waste the fruit from the family's plum tree, so he makes plum jam. Day after day he makes plum jam until every container in the house is filled with jam. The Castle family eats jam all year until they are sick of jam and chubby from eating so much of it. They discover what "too much of a good thing" means.

Ages 8-10

Keeping in Shape, by Nancy Lewis and Richard Lewis. A guide to exercise and physical fitness. Includes an exercise program based on recommendations of the American Alliance for Health, Physical Education, and Recreation.

Soccer Sam, by Jean Marzollo. Marco is Sam's cousin from Mexico. He doesn't play basketball very well, but he is an excellent soccer player. Marco shows Sam how people can be athletic, even if they don't play basketball.

Good for Me! by Marilyn Burns. Explores good food and bad food, the digestive system, nutrition and malnutrition, and vitamins. Gives short stories about foods we eat, such as the start of hamburgers and how potato chips were invented.

Magazines

Also ask the librarian for the following magazines for children:

Cobblestone

Current Health

Cricket: The Magazine for Children

Highlights for Children

Jack and Jill

Mickey Mouse Magazine

Monkeyshines on Health and Science

Muppet Magazine

Shoe Tree

Sports Illustrated for Kids

Your Big Backyard

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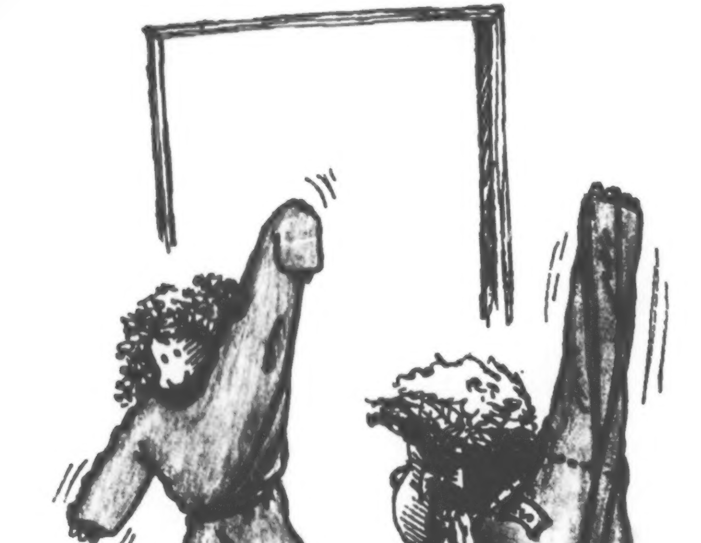
Read-along Stories



Mumpsy's Bad Day

by Pat Decker Kines

Things to do *before* reading the story

The name of the hamster in this story is Mumpsy. Why would Mumpsy be a good name for a hamster? Have you or anyone in your family ever had the mumps? What happens to a person who has the mumps?

"Brr, our apartment's freezing," Martha said when she woke up. "What's happened to the heat?"

"Daddy just called the building manager," her sister Amy said. "I guess something is wrong with the furnace."

"Great," Martha said. "How are we going to get dressed for school?"

"Fast," Amy answered, giggling.

Both girls rapidly began pulling on sweaters and slacks. Each was trying to beat the other getting dressed.

"I won," Amy bragged.

"No, you didn't. You got your sweater on wrong-side-out," Martha laughed. "That means *I won.*"

"No, you didn't," Amy began. But then she stopped. "Uh-oh," she muttered.

"What's the matter?"

"Has anybody checked to see if Mumpsy's OK?"

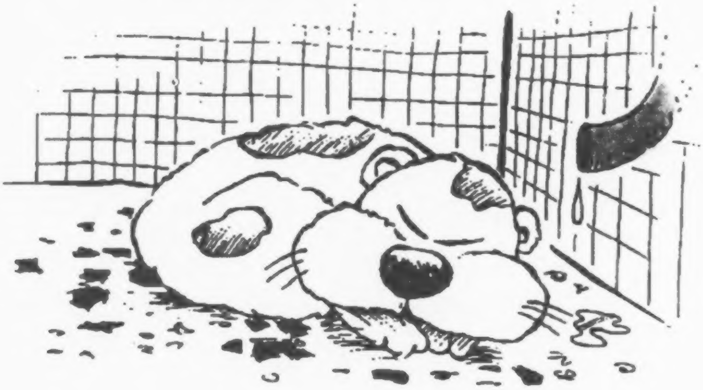
"Oh, no!" Martha wailed. "Our poor Mumpsy. He'll be freezing if the heat was off all night!"

The two girls rushed to their hamster's cage and looked in anxiously. Mumpsy was curled up in a little ball in one corner of his cage. "Mumpsy, are you all right?"

"He's dead," Amy said, starting to cry.

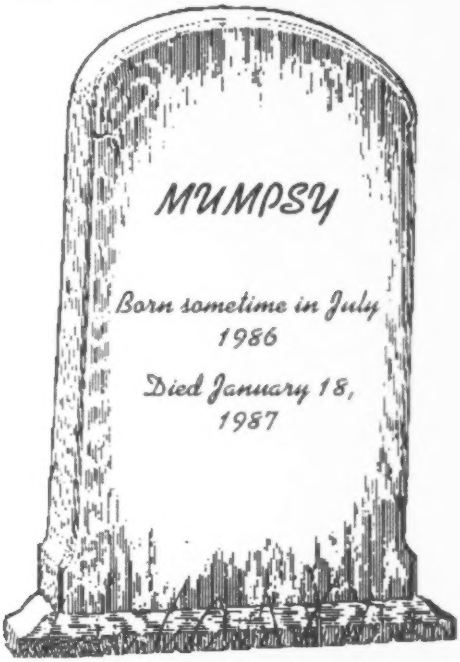
Martha opened the cage and gently lifted Mumpsy out. He was still and cold and his eyes were tightly closed. She shook him just a little, but he didn't wake up.

"I guess he really *is* dead," Amy said sadly.



"We'll have to bury him," Martha whispered, wiping away her tears. "Poor Mumpsy."

They found a shoe box in their closet and emptied out the shoes. After making a bed of tissues in the box, they laid the little hamster in it. On the top of the box they wrote:


MUMPSY
Born sometime in July
1986
Died January 18,
1987

As Martha closed the box, their mother called them. "The heat's back on. Come have breakfast."

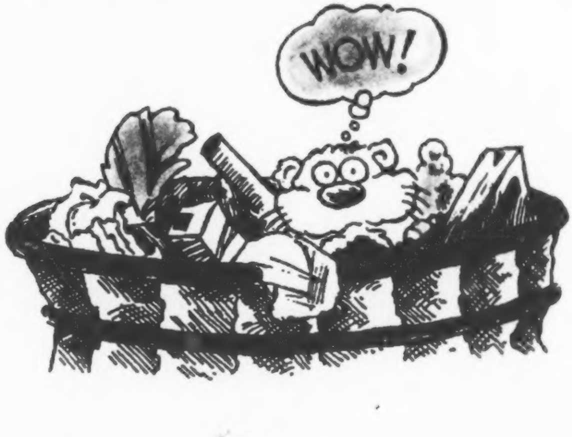
"I'm not hungry," Martha answered sadly. "First I guess we ought to put poor Mumpsy in the garbage can outside. I wish we could bury him...but we can't here in the city."

In the alley the winter wind nipped their legs as they laid the box gently in the can. Then the girls walked slowly back to their apartment to finish getting ready for school.

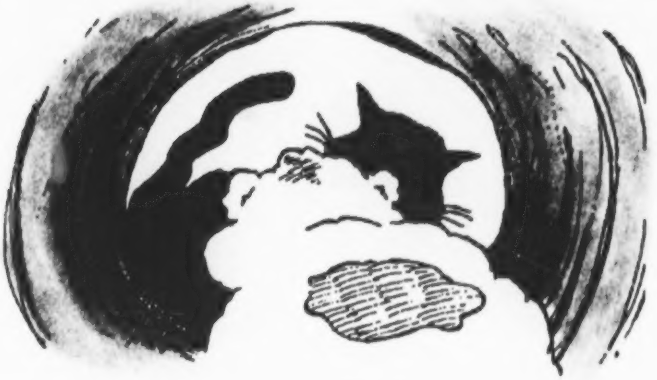
As the morning sun came out, it began to warm the alley. It shone on the metal lid of the garbage can. And by noon the can had become quite warm.

Inside the can, "dead" Mumpsy began to move! He yawned and stretched. He was waking up from his brief *hibernation.* The night before, when the apartment had gotten cold, he had fallen into a very deep sleep. The sleep had lasted throughout the cold night and morning, until the garbage can warmed up.

Now Mumpsy was hungry. He looked for his dish of sunflower seeds. But there was nothing in this strange box except tissue paper. Mumpsy soon gnawed his way out of the shoe box. He found a feast of lettuce leaves, potato skins, and carrot peels in the garbage all around him.



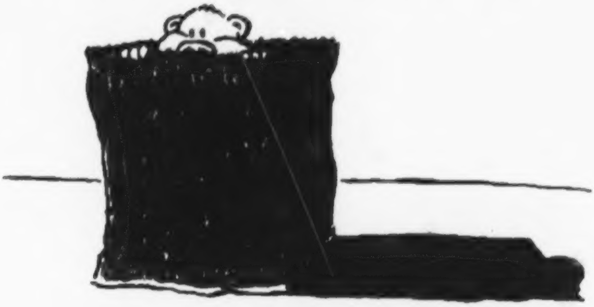
Soon Mumpsy was jarred by the sound of the lid being lifted from the garbage can. He looked up and saw the sky above him. Then, just as a big bag of garbage was about to be tossed into the can, Mumpsy scrambled up and down into the alley.



He sneaked along close to the apartment wall, searching for a drink of water. By now he missed the water bottle that had been fastened to the side of his cage. But he found a small puddle of water and drank what he needed.

A dark furry thing crept up behind him. Something told Mumpsy to *run!* He squeezed into a narrow opening in a broken pipe just as one of the alley's many cats pounced at him. It was a narrow escape. The alley was filled with dangers for a young hamster. He'd have to be more careful.

Mumpsy cautiously made his way to the end of the pipe. He looked around. There were no cats in sight. He edged down to the curb and onto the street. Suddenly a car roared toward him! He made it back to the curb just in time. Another car went by, shaking the pavement under him. Mumpsy scrambled back up onto the curb. Now he was really getting scared and tired and cold.



Soon he heard children playing nearby. Mumpsy was used to people, so he scurried toward the sounds at the end of the alley. Here some delicious smells were coming from a grocery bag that had been set down on the sidewalk. Mumpsy quickly scrambled into the bag and bit into a head of lettuce. He hardly noticed when the bag was lifted and he and the groceries were carried inside. Upstairs they went, into a warm, cozy apartment.

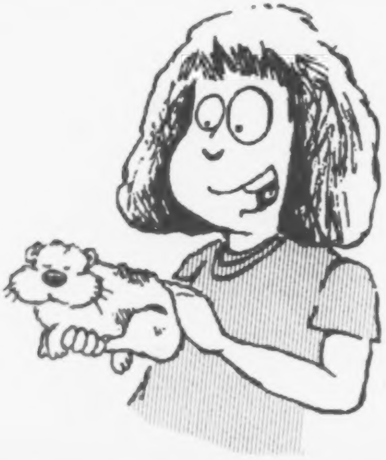
Once inside, however, the little hamster smelled familiar odors. He heard familiar voices. He had a feeling that he was home! Mumpsy peeked over the rim of the grocery bag. And sure enough, there was Martha! She was as surprised to see Mumpsy as he was to see her.

"Amy!" she squealed. "It's Mumpsy! He's alive!"

She plucked her little pet out of the grocery bag and cuddled him in the palm of her hand. Her sister said, "Oh Mumpsy. I'm so glad you're back. But how did you find the way all by yourself?"

"We'll probably never know," said Martha.

Mumpsy just nuzzled Martha's hand. He was *glad* to be safe. He had had a bad day!



Things to do *after* reading the story

When the apartment became cold, Mumpsy fell into a deep sleep called hibernation. Do you know of any other animals that hibernate in the winter? Go to your library and ask the librarian to help you find a book about animal hibernation. What was the most interesting part of the story?

3

Backstroke!

by Laura Potter

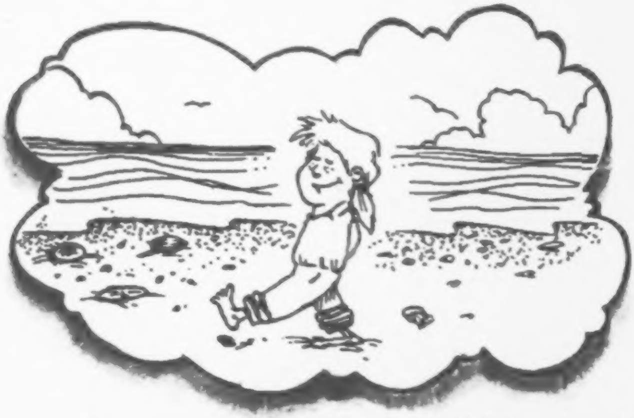
Things to do *before* reading the story

Has your family or a friend ever moved to a different city? Describe what it was like or what it would be like to have a different home, new friends, and go to another school.

Amy traced the engraved letters of the trophy with her finger. "Backstroke. . . Third Place. . . Amy Jenkins," she murmured. Her lips trembled, and a salty tear trickled down her cheek. "I should have swum freestyle. I could have won that race," she thought, placing the trophy on the empty shelf in her new bedroom in the unfamiliar New York City apartment.

Her mind wandered back home to Cape Cod and to the advice her swimming coach had offered just before that last, frustrating meet. "You should get good at more than one stroke," he had told her. "Don't always enter the freestyle." And so Amy had entered the backstroke event, swimming from the dock to a raft anchored one hundred yards away. But she kept going off course and had to stop to get her bearings. Two faster swimmers beat her.

"What a rotten day that was," Amy grumbled as she absent-mindedly resumed unpacking. "And now there won't be any more swim teams or races or blue ribbons." Picking up a framed photograph, Amy stared at the picture of herself standing on the Falmouth town dock. Moored to a cleat, her twelve-foot skiff, the Sand Witch, floated alongside her.



Amy squeezed her dark eyes tight and could almost taste the ocean spray misting her face as she rode the waves in the Cape Cod coves. How she longed to awake to the impatient cries of hungry gulls, to smell the familiar oily scent of low tide, and to crunch barefoot along the shore. Amy's bare toes wriggled against the cold wooden floor, and she frowned.

Falmouth was far away now, and the sights and sounds of Manhattan seemed so unfriendly. Amy sighed. She doubted that this place would ever feel like home.

Amy turned to see her father enter with the Sunday papers under his arm. "I picked up this flyer in the lobby," he said as he handed her an announcement.

ATTENTION

BOYS & GIRLS, Ages 8-14

COME ONE, COME ALL

to the

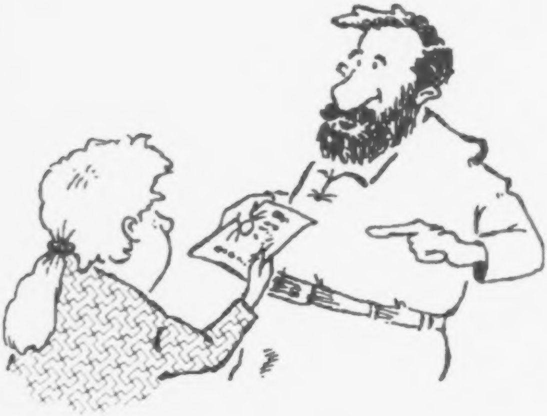
LABOR DAY SWIM MEET

at the Rooftop Pool

PRIZES GALORE

Monday, 1:00 P.M.

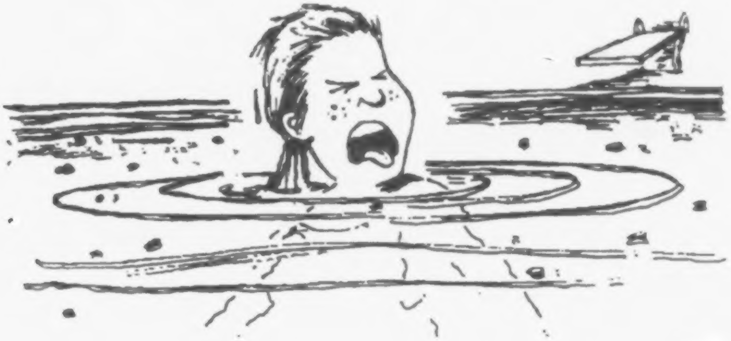
"That's tomorrow," said Amy, beaming. "I'd better practice." She grabbed her red, white, and blue tank suit and changed into it. "I'll be back for lunch, Mom," she called as she trotted out the front door.



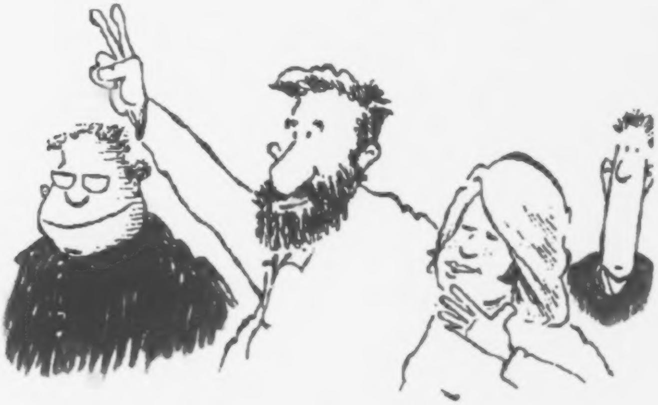
Amy rode the elevator twelve flights to the rooftop pool. It was still early, and only one other swimmer had arrived. Draping her terry cloth robe over a chair, she took a deep breath, dived in, and frog-kicked the length of the seventy-five foot pool underwater.

As her head surfaced at the far end, Amy yelped with disgust. "Chlorine!" she gasped. "This sure doesn't taste like the Atlantic Ocean!" She treaded water for a moment and tried to rub her eyes. "How can I win the race if it hurts to open my eyes underwater?" she wondered. Then suddenly her lips parted in a wide grin. "Back-stroke!" She laughed. "If I swim on my back, my face won't even get wet—except on the turns."

The pool was divided into five lanes. Amy knew it would be easy to keep on course by glancing at the ropes as she swam. Her only problem would be timing her flip turns.



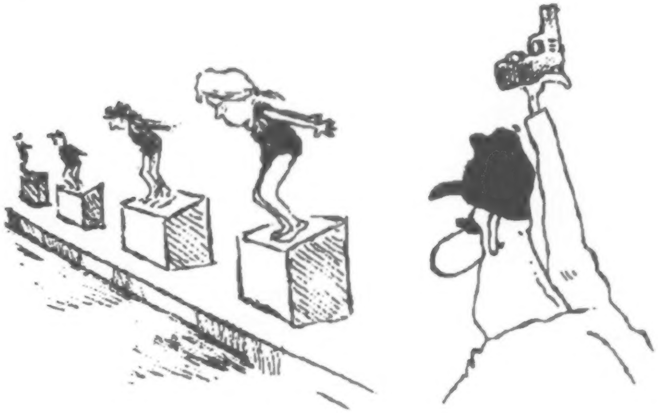
Amy looked around for guideposts. A ladder hung from the wall of the pool several feet from the deep end. Beside the shallow end stood a round redwood table with an orange and yellow beach umbrella sticking up through the center. Amy swam several practice laps using the umbrella and the ladder to signal the turning points. They worked out fine. Amy felt ready for the race.



The Labor Day sun beat down on the spectators. Amy was grateful for the coolness of the water as she waited in the pool for her race to begin. Her eyes scanned the crowd for a glimpse of her parents. Her dad raised two fingers in a V-for-Victory sign, and her mom blew her a kiss and waved. Amy flashed them a confident smile, but underwater she crossed her fingers—just for good measure.

“Swimmers, take your mark,” the official barked into the megaphone.

Amy took the first lane and nodded to the four strangers who were competing in the same event. "Here goes," she murmured, crouching up against the side in the shallow water.

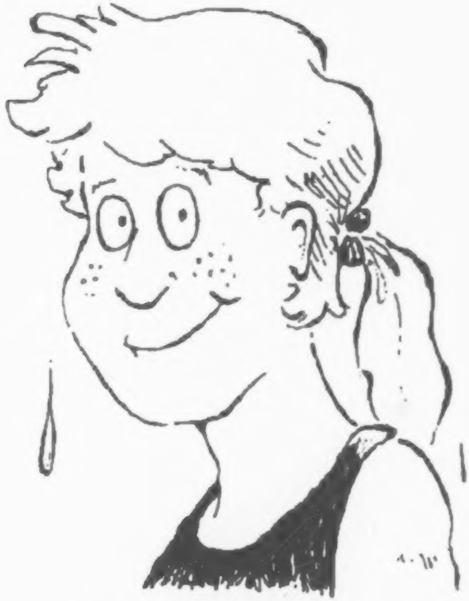


"Get set. . . !" The starting pistol crackled its report. Amy was off and stroking furiously, counting strokes as she neared the ladder marker. "Tumble back, twist, feet on the side, thrust off, break the surface," she coached herself and stroked hard to the opposite end. "Umbrella marker, flip, swoosh, kick, paddle—two more lengths to go."

At the finish line, Amy's fingers touched the wall nearly half a length ahead of the other swimmers. "Congratulations, Miss Jenkins," the official said when he handed her a blue ribbon. "I'll be coaching swimming at the Y this October," he said. "How would you like to try out for the intermediate team?"

"I'll be there," Amy responded happily.

"Imagine, swimming all year round." She smiled. Living in the city was going to be OK after all.



Things to do *after* reading the story

How did Amy feel about moving at the beginning of this story? What happened to change her attitude toward her new home? Make a list of some things you can do to help a newcomer in your community feel welcome. The next time you have a new neighbor or classmate, you will be prepared to help.

Fat Man's Misery

by Sandy Marti

Things to do *before* the story

Look at the title. What do you think this story is about?

The sun filtered through the trees as we hiked through the silence of the Illinois Ozarks. Hiking through the woods made me think of home, and with that came a twinge of homesickness. At eleven, I should have been old enough to be away from my parents, but the knowledge of what we were about to do made me wonder if I'd ever see home again.

I had not known that there was anything like an "initiation ritual" at summer camp. Before I heard about it I thought I would like to spend the summer boating and swimming and hiking, but now I wasn't so sure. I had just learned that our initiation ritual was to be an introduction to the mountains we would be staying in for the next six weeks.

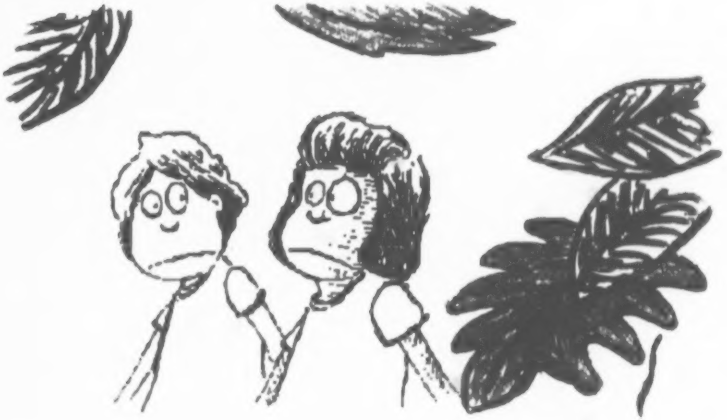
"Maria, what do you think it'll be like?" Shelley whispered as we ducked to miss a tree branch.

I hesitated. "I don't know. The guide said it would take half an hour to get there, but it seems like it's been hours since we left the campground. Some girls who went last year said it's a huge spooky crack in the rock, and we have to go through it! They even said that someone got stuck."

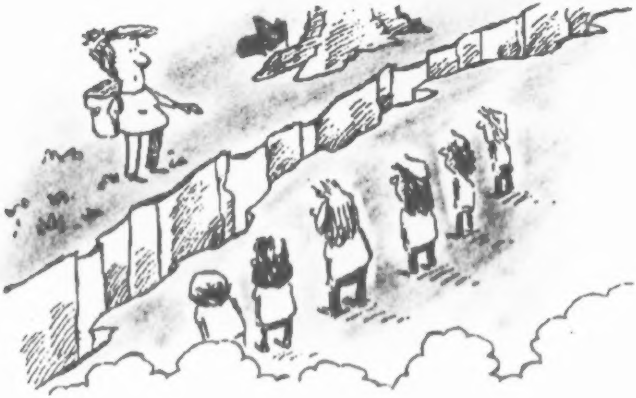
"I'm scared." Shelley looked at me and forced a smile.

"Me, too."

We came into a small clearing and the guide, Missy, stopped us. There were about twenty of us from our cabin, plus another fifteen from Cabin B. We were all so scared that it didn't take long to quiet us down.



"This is Fat Man's Misery." She pointed to the ground a few yards away. "This large crack was formed during the great Ice Age when a glacier cut through the northern part of North America." She walked over to the edge of the crevice and stepped across. She motioned for us to follow. "What we are going to do is climb down into this crack and go all the way to the other end, which is a total of fifty feet. You'll notice it's very shallow at this end, but the other end will reach a depth of about twenty feet."

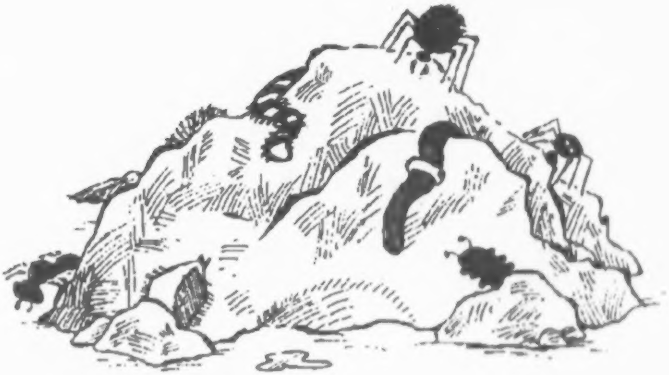


Shelley and I looked at each other and gulped. The crack looked deep, wet, and scary. I kicked a rock as I came nearer to the edge, and we all heard it bounce against the walls. Missy continued to tell us which narrow ledges to step on, which slippery rocks to grab, and other instructions to get us through this girl-eating crack. Then we all started climbing in.

"I wish I hadn't come," I said.

"I know." Shelley looked pale. "Do you think we'll make it?"

"Not without breaking our necks! I don't like the sound of those two-foot drop-offs that we have to slide down into! There might be gross bugs, and what if we get stuck?"



Shelley didn't answer.

For the first few feet the opening was wide enough to walk side by side, but as we got deeper we had to walk in single file. It was dark inside and water dripped down the walls. I felt a certain coolness. It was as if we were descending into a troll's cave. Daddy-longlegs dangled from the sides, and several girls screeched when some fell on them.

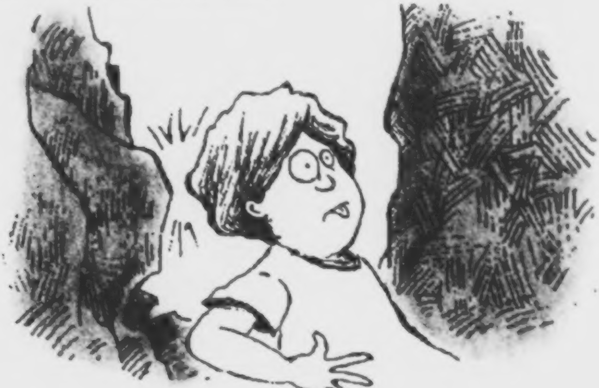
"Hey! There's the turn, up ahead," said Shelley.

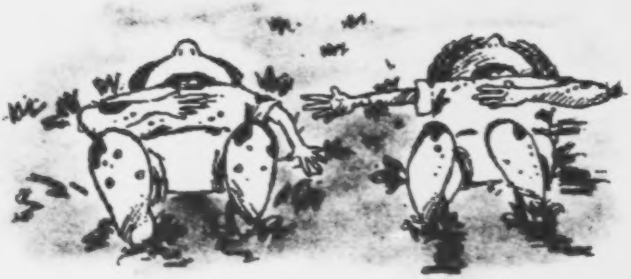
I saw it, too, which meant that the ledges were right around the corner. I turned myself sideways as Missy had instructed. Shelley whispered, "Good luck," and I was on my way.

I placed my hands on the cold stone wall in front of me. Yuck! It was covered with slime. I wondered where the wall behind me was, so I pressed my back against it and bumped my head on a sharp rock. I took a deep breath and felt a little dizzy. "Step over and slide down," Missy had said. So I did just that, but the ledge seemed farther than two feet! I touched the bottom and scooted over. There were still four more ledges to go. I looked up and saw Shelley getting ready to slide down so I moved over and slid onto the next ledge.

Shelley called down to me, "How are you doing?"

"Oh, just great, except for the fact that I can't breathe!" I looked up and saw that the crack had closed off, making it dark and stuffy. Missy hadn't mentioned that.



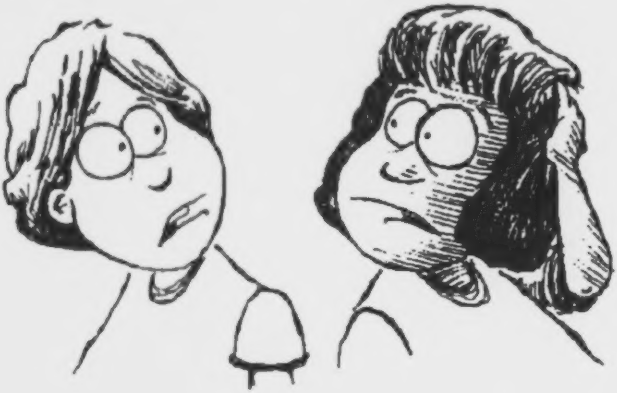


I slid onto the next ledge clumsily because now all I cared about was getting out alive. I almost leaped down the next two ledges and was lucky that I didn't fall. Looking ahead I saw sunlight coming from somewhere. I dislodged myself and ran out through the opening. Finally, fresh air! I collapsed on the grass and tried to catch my breath. Shelley soon followed and we both lay gasping for air.

"Boy, am I glad to be out of there! Look at my hands!" I held out my hands with bruised palms and grimy fingernails. We both wiped our hands on the grass and fell onto our backs to relax. I breathed a sigh of relief. "Well, I guess we made it through our initiation ritual."

Missy came out of the opening. She clapped her hands and called us over to her.

"O.K. That's everyone. We're ready to hike back now. All right, girls, let's hurry up. The way back is even more exciting!"



Things to do *after* reading the story

Draw a picture of what you think Fat Man's Misery looks like. Does your picture look scary? What do you think they did on the way back to camp that was even more exciting? Draw a picture of what you imagine it was.

We hope you have had fun with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten ($1.75).

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities ($1.75).

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening ($1.75).

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents to help them encourage their children to read. Offers several practical activities for parents ($1.75).

Creating Readers and Writers, by Susan Mandel Glazer. Suggests that parents: (1) encourage the use of language; (2) build positive attitudes toward reading, writing, and speaking; and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups ($1.75).

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve adolescents' needs, and presents future needs that reading can fulfill ($1.75).

Your Child's Vision Is Important by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties. ($1.75)

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Ideas are presented to help parents use resources from around the home to promote literacy. The activities are educationally sound and fun for the parent and child to do together ($6).

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March 1991

Parents and Children Together

Folktales for Family Fun

Includes "Parenting's Best Kept Secret: Reading to Your Children" by Barbara Bush

Read-along Stories:

The Fox and the Quail
The Bored Wizard
The Day Sweeney Ate the Worms

BEST COPY AVAILABLE

This booklet has a companion audio tape on "Folktales for Family Fun." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.

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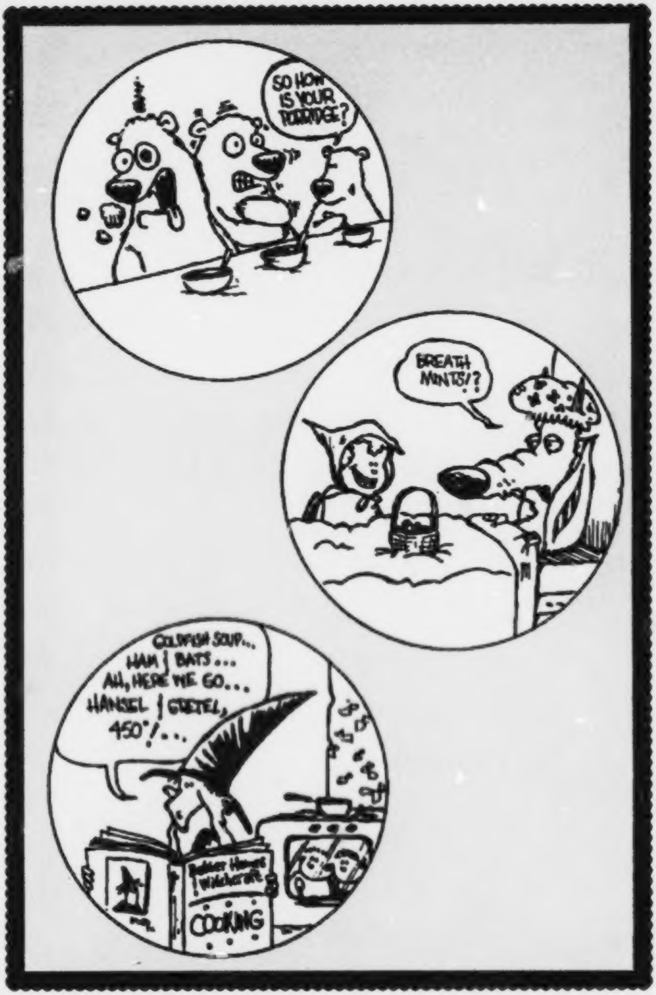
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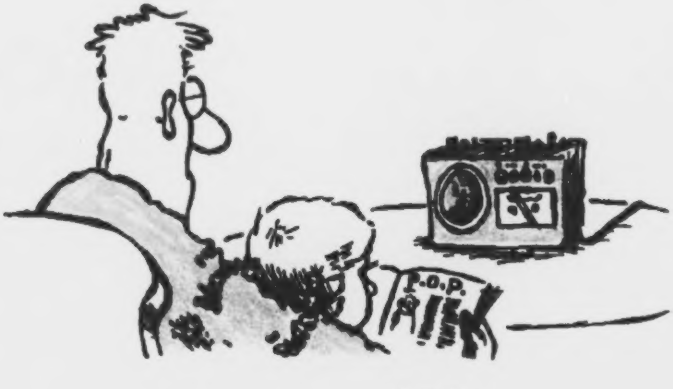
BREATH MINTS!?
GOLDFISH SOUP... HAM & BATS... AH, HERE WE GO... HANSEL & GRETEL, 450°!...
Better Homes & Witchcraft
COOKING

Getting Started

Welcome to this month's issue of *Parents and Children Together*. We invite you to learn about folktales, and then share the fun with your children through various books and activities. This issue also features "Parenting's Best-Kept Secret: Reading to Your Children," an article by the First Lady of the United States, Barbara Bush.

On Side B of the tape and in the second half of the booklet, there are three read-along stories. We encourage you to listen to these stories and to read them with your children so you can share in the excitement of story reading. Of course, your child can listen to the stories alone, if you wish.



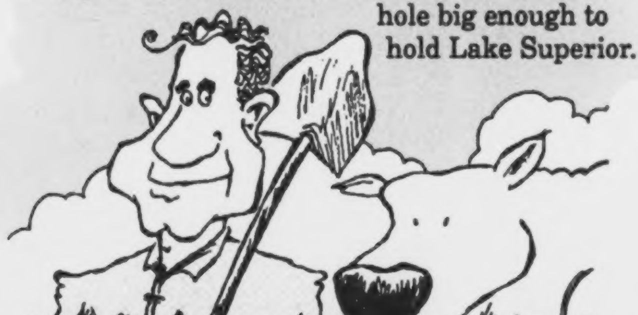
Folktales for Family Fun

Do you remember the story of Peter Rabbit, who went into Mr. McGregor's garden despite his mother's warning: "Your father went into that garden and never came out"? As you may recall, Peter disobeyed his mother, went into Mr. McGregor's garden, and almost lost his life.

The Tale of Peter Rabbit has all the ingredients of a good folktale: memorable characters, easily understood events, and a clear moral (obey your mother and stay out of trouble). The simplicity and the reassuring morality of folktales make them great favorites of children and adults. That's the reason they appear often in every school literature program. At home, folktales can be read and then retold as often as your child enjoys retelling them or hearing them. Besides, when you read folktales at home, you give your child a background for school reading.

As the word "folktales" suggests, these are tales told by common people. They started as spoken stories, not written ones. Now, of course, we may *read* folktales because they are collected in books, such as ***Fables from Aesop, Household Stories of the Brothers Grimm, The People Could Fly,*** and ***The Tales of Uncle Remus,*** but their language remains folksy, talkable, sometimes regional. Folktales are found in every culture, and different versions of those tales are usually available through your library.

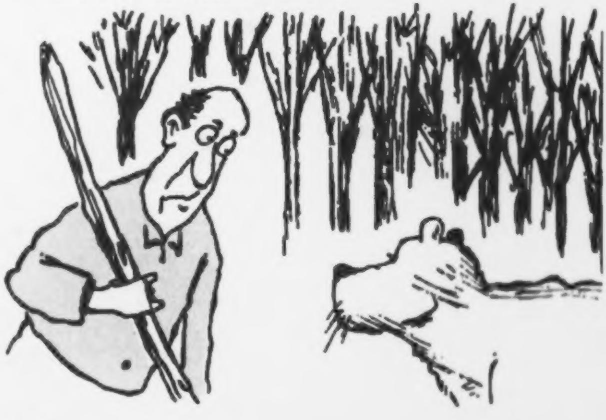
Folktales often started with real people, good guys and bad guys. As their exploits were told and retold, the original story was modified to make it more interesting or more humorous. That's the reason that many folktales present larger-than-life characters and very unusual happenings. These stories are sometimes called legends. As people told them around the fireside and in the bars, they became more eye-popping or side-splitting to impress the listening audience. Think of Paul Bunyan, for example, and Babe, his enormous blue ox. Together, in one afternoon, they could dig a hole big enough to hold Lake Superior.



Though the means of telling stories has shifted today from family and neighborhood storytellers to radio and television, the source of folktales remains constant — that is, the antics and the heroics of everyday life. They describe real people, use unusual events or humor to resolve a problem, tell the story with common spoken language, and make a point about life.

One class of second graders in Shreveport, Louisiana, figured out those characteristics after reading and discussing some folktales. Then they interviewed grandmas and uncles and other elders to see if there were any folktale-type stories in the family. Here is one story, titled "The Mountain Lion," from that second-grade class.

> When my great-grandfather was courting my great-grandmother, he had to hike a long way through the woods to visit her at her home. On the way back through the woods to his home one evening, he heard a mountain lion tracking him. There are mountain lions in the woods of central Pennsylvania. Finally, my great-grandfather came face-to-face with that lion.



> He got a big stick and thumped the ground. Thinking that he had best not turn his back on the lion, he stared that animal in the eyes and walked backwards until the lion finally got tired or bored and went away and left him alone. My great-grandfather was glad the lion was apparently not very hungry.

Those second-grade children learned a lot about their families when they asked for family tales. They laughed or became proud or better understood their families as a result. Reading literature, reading stories and books, has that benefit. It gives us time to think about life and to decide how we are going to live it.

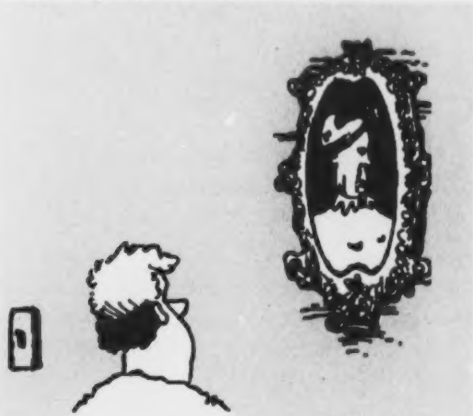
Studs Terkel once commented that people want to talk about their lives, provided they feel that the listener is interested in them. Parents can instill this interest in their children by demonstrating that the lives of real people—people that their children know, respect, and love—are just as important as what they read in books. Folktales give parents the opportunity to discuss the lives of real people with their children.

Questions from Parents

All parents have questions and need answers about their children. Here are some questions that other parents have asked.

My children do not have many opportunities to know grandparents and relatives very well because of the distance we live from them. We exchange pictures, letters, phone calls, and visits when possible. How can I give my children a sense of "family" under these circumstances?

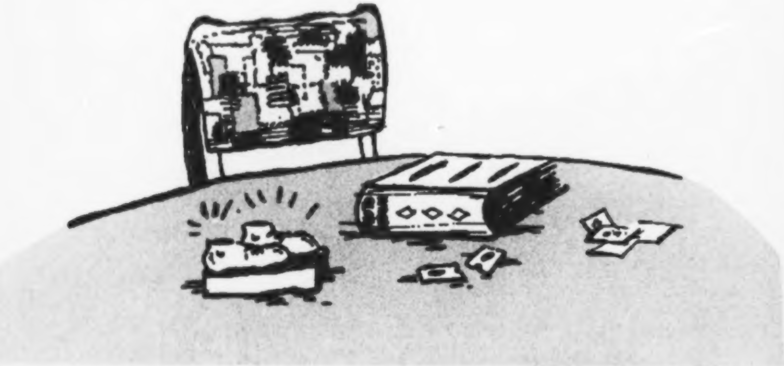
Because we are a mobile society, many families experience the same problem—we no longer all "settle" ourselves in one area. More often, our jobs, careers, and sometimes even our health determine where we must live. When our families live far away, it is important that we help our children develop a sense of family.



You can begin by sharing with your children stories from your childhood. Then ask them to think of incidents and stories from "when they were little." Tell stories about family members that live far away. These stories are not only sources of entertainment, but they are opportunities to bond families together.

When your extended family does gather, encourage your relatives to share their own stories, for instance, a time they were in danger and then were saved, or the story of a child who learned a lesson after making a mistake. Later, you may want to encourage your children to write the stories down and illustrate them so that they can be read over and over again.

One of the best sources for helping your children remember family members is a family photo album. Ask them to try and identify all of the people pictured. Encourage your children to use holiday or special family gatherings to find out more about old photos and to collect the stories connected to them for their scrapbooks or albums. Some children might like to write captions for the photos, just as newspapers do for their pictures.



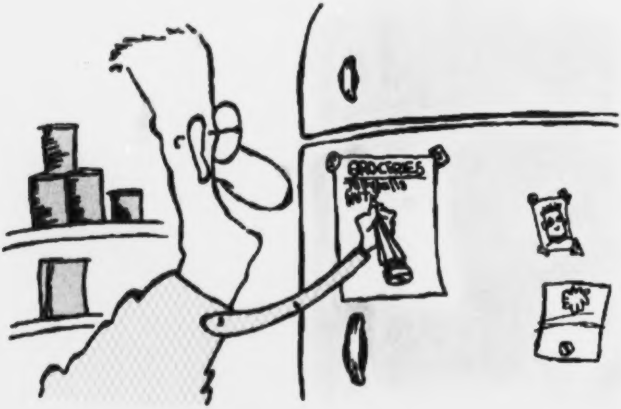
Family memories come in many sizes, shapes, and colors, like Aunt Milly's quilts, George's baby shoes, theater ticket stubs from your parents' first date, and photographs from the past. Of the hundreds of possessions that pass through our family, it might be fun to save a few. They remind us of the person(s) who used or made them and the stories connected to them.

We have books, paper, and pencils in our home, but my children do not use them very often. How can I encourage them to use these things without always making a big deal about it?

First, make them visible and put them where your children can reach them easily. Children are creative enough to come up with their own ideas and activities as long as the materials are handy. Put paper and books in play areas so children can use them during play time. Writing out a menu for dinner, writing notes, labeling their toys, writing out bank statements and checks, writing prescriptions, and posting signs on doors, such as Doctor's Office, Police Station, Bank, and Grocery Store are things children can write when they play and pretend.

It will help if you get into the act yourself. When there are books by your child's bed or by your favorite easy chair, you are more likely to read at bedtime. If your children come to you for a goodnight kiss and hug or you take your children to bed, keep the books handy so that reading before bedtime is easy to do.

✓ Keep a bag of books and paper in the car for traveling. Some of us spend time driving kids back and forth between games, practices, and after-school events. Young children who go with you to run these errands can pass the time reading, looking at picture books, and writing. When there are doctor and dentist appointments, bring in your bag of books and papers so they will have something to do in the waiting room.



✓ Remember, you are a model for your children. When you read and write at home, whether it is leisure reading, letter writing, making shopping lists, writing dates and activities on calendars, paying bills, or writing notes, encourage your children to read and write with you. Let them know that reading and writing are important aspects of daily life. When you truly value reading and writing, then it is easy to provide opportunities for your children.

If you have questions you want answered, please write to us and we will try to answer them for you. You may find your question in another issue of *Parents and Children Together.*

Write to:

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Bloomington, IN 47408-2698

Activities for Folktale Fun

As parents, we are looking for activities that will benefit our children. Try some of the following activities and enjoy the fun of folktales with your children.

Get Your Act Together

Together with some friends or family, decide on a legend or folktale you enjoy. Dress up and act out the story yourselves or use puppets.

Write It Again, Sam

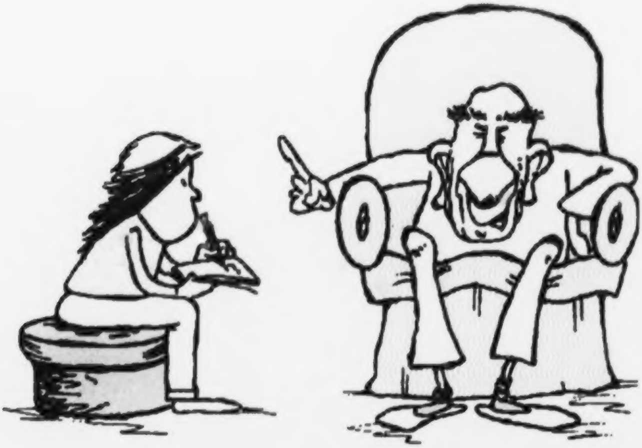
Find a favorite fairy tale. Rewrite the story, not from the main character's point of view, but from the point of view of someone else in the story. For example, tell the story of Cinderella the way the Fairy Godmother saw it happen, or one of the stepsisters.

Those Were the Days

Have your children interview some of their grandparents or a neighbor who is an older person. Find out what their lives were like when they were children. Ask about their games, school, what they did for fun, how much money they had to spend, or a story they remember about their childhood.

Local Adventures

Many communities have legends or tales about different places in the area. Your local librarian can help you locate materials on the subject of local folklore. After you find something which is of interest to you and your children, read about it. Then plan an outing to this site.



Parenting's Best-Kept Secret: Reading to Your Children

By Barbara Bush

Jenifer Reilly, of Basalt, Colo., began reading to her daughter Abby shortly after she was born. At first, the infant chewed on the book covers and drooled over the pages. Jenifer didn't mind. She even let Abby sleep with her books. By the time Abby was one, she loved books. She'd nestle on her mother's lap and listen wide-eyed as Jenifer read about snow children and dancing bears. When she started to walk, Abby often sat next to the family's Labrador with an upside-down book in hand, reading to the dog.

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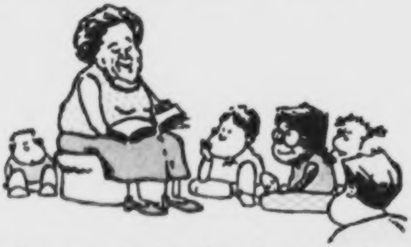
Like Abby's mother, I read to all my children—just as my parents read to me, and as I now read to my 12 grandchildren. Reading aloud is one of the best-kept secrets of good parenting. It has tremendous impact on a young mind and gives youngsters a head start on their education. Children like Abby, educators say, can be 2-1/2 years ahead in reading readiness when they enter kindergarten.

Children often gain more than learning skills, however. Reading teaches sharing and involvement. It brings families together and makes children feel loved. When I read to groups of children at schools and libraries across the country, without any prompting one or two will climb up and sit on my lap. The rest, sitting on the floor, will squeeze forward, crowding around my feet.



To help you start a family read-aloud program, here are a few tips from my own experience and some that I've picked up from others involved in literacy programs.

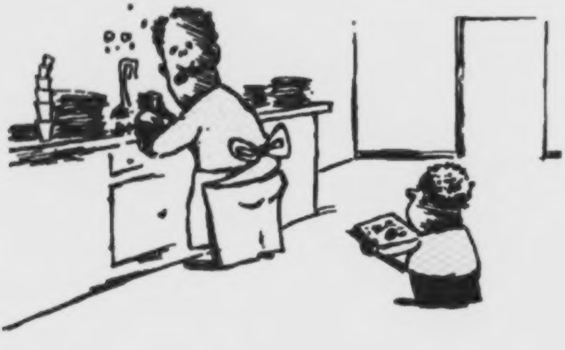
1. ***Get started now.*** You can't begin too soon. Carol Brown read to her son, Hanson, shortly after she brought him home from the hospital. Over the next few years, she read him book after book.

By the time Hanson was in kindergarten, he read on his own, even though he was severely learning disabled. Eventually his reading skills leveled off. Today school is hard for him, but he continues to love, and enjoy books. "For Hanson," says his mother, "I know that reading to him all those years made an enormous difference."

The important thing is to start reading aloud.

2. ***Make reading aloud a habit.*** Years ago, I usually read to my children at bedtime. Most evenings, we'd snuggle together with a few favorite books. The kids—Jeb, George, Neil, Marvin and Dorothy—came to love this special time. They learned passages from their favorite books by heart, which we'd recite together.

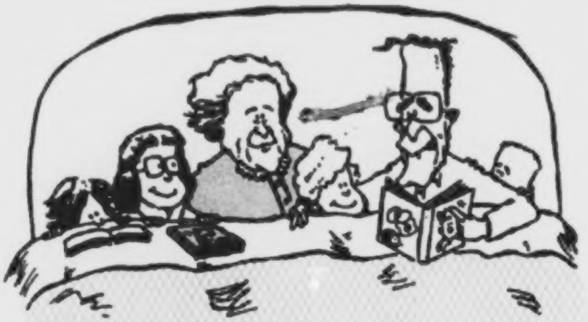
It doesn't matter *when* you read—but it is helpful to do it at the same time each day, for at least 15 minutes. Many parents have told me they've found the dishes and housework can wait. Reading is more important because it can lead to a better, more productive life.



Over 20 years ago, University of Illinois researcher Dolores Durkin studied 205 children who learned to read before starting school. They had one thing in common: their parents made reading to them a habit.

3. ***Involve the whole family.*** Children enjoy being read to by people besides their mothers. Many people read to me when I was little: my father, a brother, a grandmother, even friends barely older than I.

Today, both parents often work and may not be able to read as frequently as they'd like. Babysitters, child-care providers and older siblings can sometimes help by reading to their charges.



George doesn't get much chance to read to our grandchildren in Washington, but he does better when we're away in Kennebunkport, Maine. Each morning at six o'clock, the grandchildren race into our room, bounce into bed with us and wave their favorite books. "Read this!" one pleads. "No," another one begs, "read mine." Often it's George who begins our morning reading time.

Children like it when the men in their family read to them. Educators hear this over and over around the country. When a girl in elementary school chose a book on football, her teacher asked why. "My dad likes football," the student explained. "Maybe he'll read it to me." He did—and he continued to read to her.

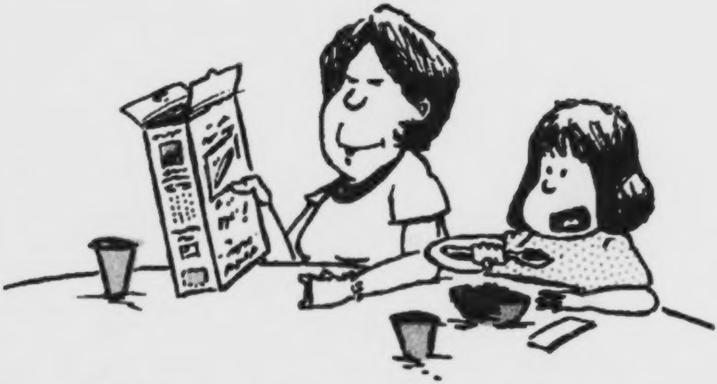
4. ***Keep books handy.*** Research shows that growing up in a house filled with books often helps a child become an early reader.

For my grandchildren, I keep stacks of books at Camp David, at Kennebunkport and at the White House. There are Bible stories, Barbara Cooney's *Miss Rumphius,* Martin Handford's picture book *Where's Waldo?* and several nearly worn-out copies of *Old Mother West Wind* stories by Thornton W. Burgess, which I treasured as a child.

A home library need not be expensive. Low-priced children's books are available even in supermarkets. You can watch for garage sales, trade books with other families and ask relatives to give books as gifts. The best bargain, of course, is at the country's 15,000 public libraries—where the books are free.

5. ***Choosing the good books.*** One day, when my granddaughter Noelle was very young, she suddenly blurted, "I just *love* Moses." "Oh, really," I said. "Who was Moses?" She had no idea; he was simply someone she associated with Sunday school. So I got some books on Moses and read her stories about him. Then she really *did* love Moses.

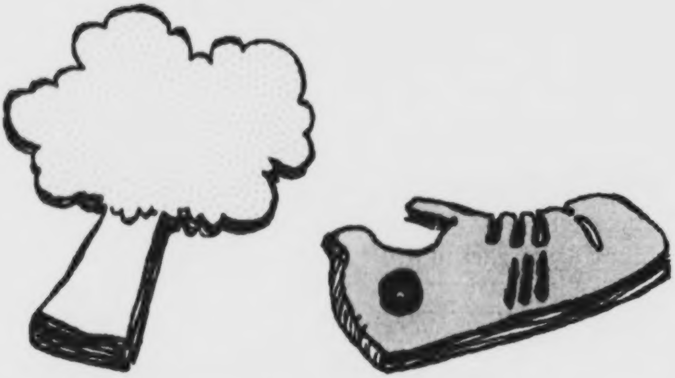
Children need books appropriate for their interests, their ages and their ability, educators say. They also need variety, so experts suggest we read *different things* to our children—newspapers, magazines, street signs, even the backs of cereal boxes. That way we show the importance of words in every aspect of life.



Youngsters love to hear the same stories over and over. I read Robert McCloskey's *Make Way for Ducklings* so many times to my children and grandchildren that the book fell apart. Repetition improves vocabulary and memory, and helps children understand how stories work.

Here are some helpful guidelines from experts for choosing books:

- Infants and toddlers (to age three) enjoy simple picture and story books about familiar objects. The shapes and colors draw a child's attention.



- Preschoolers (ages three to six) like action books, fantasy stories, poems and tales about animals and everyday experiences. Books with catchy refrains or lines that a child can repeat are especially useful.
- Young readers (ages six to nine) enjoy books about their hobbies and interests. Read books that are more challenging than those they are starting to read on their own.
- Older children (ages nine to 12) go for humor, folk tales, longer poems, classics like *Huckleberry Finn* and more complex stories. Mysteries are also popular.

6. ***Make the written word come alive.*** In reading to my children and grandchildren, I always try to *involve* them. In the middle of a sentence, I'll leave out a word and wait for a child to supply it. I also ask questions. "*Now* what do you think will happen?" I might wonder out loud. And I read *all* the words, explaining any that might be unfamiliar.

One night, as I was reading a new story of Babar, the good-hearted king of elephants, a little voice stopped me in midsentence: "What do elephants eat?" The others chimed in. "Yes! What?" Suddenly, the children's imaginations took flight. I knew then they were *totally* involved and that reading, for them, had become an adventure.

To make your reading lively, first spark your children's interest. Before you read a new book, let the youngsters study the cover. Ask what they see and what they think the book is about. Next, point out the pictures in the book. Ask, "What do you think is happening here?" As you read, point out interesting pictures or characters. When you're finished, ask what the youngsters liked best about the story or how they would change the ending.

This kind of "active" reading stimulates language development and encourages original thinking. A study by the State University of New York at Stony Brook found that preschool children whose parents read to them in an active, involving way tested six to eight months ahead of other children.

7. ***Keep reading to them after they can read for themselves.*** Many experts suggest reading to your children through the eighth grade. Until age 12, most children's listening comprehension is much higher than their reading comprehension—so they get more out of *hearing* a book. Reading to older children also enables you to introduce books they might not explore on their own.

I continued reading to my children as much as possible, and sometimes, I'd have them read to me. As a child, Marvin always did. When he was young and droned on with no feeling, it was hard to sit and listen. But later, on vacation, after Marvin turned 16, he and I took turns reading the James Herriot books. I'd read one chapter, then do needlepoint while he read to me—with feeling and interest.

Get a child hooked on reading, and its joy will last a lifetime. Ray Joseph was only two when his parents started reading to him. By the time he was eight, Ray was reading in bed with a flashlight. "You'll be too tired in the morning," his father told him. But Ray persisted, so his parents bought him a night light and allowed him to stay up reading an extra 15 minutes every evening. Today, at age 44, Ray ends each day reading in bed. So do I, and so will countless others—as long as there are people who want to bring books and children together.

If you have helpful ideas that have worked for you and your children, please send them to us so we can share them with our readers.

Write to:

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Books for Parents and Children

On pages 26 to 32, you will find a list of magazines and books for parents and children. The books are divided into different categories to aid your selection. This month under ***Books for Parents*** we have included a few books of folktales that you can read. Perhaps you would like to choose a folktale and put it into your own words and tell it to your children.

Books to Read Together lists books that parents can read to their children. Those books and ***Books for Children to Read by Themselves*** have been divided according to age groups. The divisions are only general guidelines. A different list of books for parents and books for children appears every month. You should be able to find these books in your local public library or at most bookstores.

At the beginning of this issue, we mentioned that Side B of this tape contains three stories that are designed to be read-along stories. You may read the story yourself while your child follows along, or you both may read while you listen to the tape recording. Use the tape recording as a model for your reading aloud to your child. You may want to take some time to look ahead at these stories before you read with your child. Then turn on a tape recorder so that your child can listen and read along. But keep in mind that it is important to talk about the story ahead of time.

> Before reading the story, talk about the title or the things that might happen in the story. Then, after the story is finished, talk about it again. By the way, it's okay to stop the tape to answer your child's questions, to talk about something funny or exciting that happens in the story, or to discuss the story by asking questions, like "What would it be like if all the animals lived in peace?" or "Has someone made you do something you really didn't want to do?" These discussions help make reading come alive and create an interaction between you and your child.

When you and your child are ready, press fast forward. Then turn the tape to Side B and listen to the stories as you read along together. If you prefer, you may read the stories aloud while your child reads along in the booklet.

The Jack Tales, by Richard Chase. An assortment of folktales from Southern Appalachia. These stories about a character named Jack, have been told by storytellers for many generations.

The Random House Book of Fairy Tales, adapted by Amy Ehrlich. Presents a collection of best-known fairy tales. Includes "Red Riding Hood," "Jack and the Beanstalk," "Hansel and Gretel," "Snow White," and "Thumbelina."

The Complete Tales of Uncle Remus, by Joel Chandler Harris. Compiled by folklorist Richard Chase, this volume contains songs, sayings, stories, ballads, tales, legends, and short stories.

Favorite Tales from Grimm, illustrated by Mercer Mayer. The stories in this work were collected by the famous German scholars and folklorists, the brothers Grimm. Contains "Rumpelstiltskin," "The Bremen Town Musicians," "Rapunzel," and "Cinderella."

Also consider these other books:

Homespun: Tales from America's Favorite Storytellers, edited by Jimmy Neil Smith.

Talk That Talk: An Anthology of African-American Storytelling, edited by Linda Goss and Marian E. Barnes.

Favorite Folktales from Around the World, edited by Jane Yolen.

Books to Read Together

Ages 4-6

Tomie dePaola's Favorite Nursery Tales, by Tomie dePaola. This collection contains fairy tales, poems, folktales and fables. Includes The Frog Prince, The Three Little Pigs, The Three Billy-Goats Gruff, The Fox and the Grapes, The Tortoise and the Hare, and many others. Full of delightful illustrations.

This Little Pig Went to Market, by Norah Montgomerie. Presents a large selection of games, finger plays, counting rhymes, songs, and poems. Includes short narratives to explain the actions.

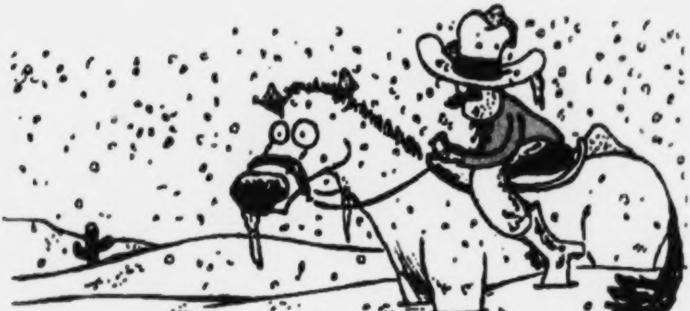
Cheerios
SOAP

Why the Crab Has No Head, by Barbara Knutson (Carolrhoda Books). An African tale from the Bakongo people of Zaire explains why a crab does not have a head and why it walks sideways. Illustrations are in black and white, and resemble woodcuts.

Ages 6-8

Tikki Tikki Tembo, retold by Arlene Mosel. Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo falls in a well. There is delay in his rescue because it takes so long to repeat his name. After he is safe, the family decides to use short names for their children. Good to read aloud; children enjoy repeating the name.

The Blizzard of 1896, by E. J. Bird (Carolrhoda Books). In 1896 the Old West was hit with a fierce blizzard. This book contains ten tall tales filled with humor and adventure that describe what happened to some of the people and animals during this powerful snowstorm.



Flumbra, by Gudrun Helgadottir (Carolrhoda Books). An Icelandic tale about a giantess named Flumbra and her children. Iceland's environment, earthquakes, volcanoes, and other events of nature are caused by Flumbra's behavior.

Ages 8-10

Mister King, by Raija Siekkinen (Carolrhoda Books). A gentle king lives in a beautiful castle filled with poetry, story, and song. He is very lonely until people move into his province. He discovers companionship and the joy of caring for others. Includes beautiful watercolor illustrations.

A Drop of Honey, by Djemma Bider (Simon and Schuster). An Armenian tale describes a girl's dream about a ruckus which occurs in the market because of a drop of honey. Suggests that small arguments can develop into big problems. Includes a recipe for baklava.

Books for Your Children to Read by Themselves

Ages 4-6

Ring Around a Rosy, by Jenny Williams. Includes traditional rhymes for children. Illustrations explain the actions that match the rhymes.

The Helen Oxenbury Nursery Rhyme Book, rhymes chosen by Brian Alderson. Contains over fifty nursery rhymes. This collection covers a variety of popular and nontraditional rhymes. Illustrations accompany each lyric.

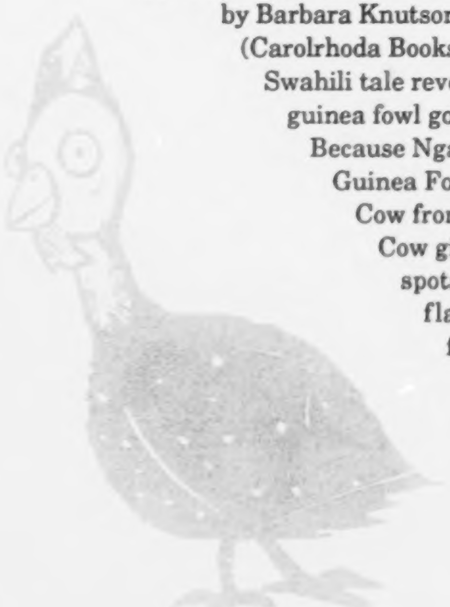
One, Two, Buckle My Shoe, by Jenny Williams. Rhymes in this collection deal with counting. Presents sequences one to five, one to ten, and the reverse order five to one, ten to one, and counting by twos.

Ages 6-8

Tony's Bread, by Tomie DePaola. Explains the creation of panettone, sweet Italian bread in a flower-pot shape. Contains humor, romance, history, and creativity.

The Curious Faun, by Raija Siekkinen (Carolrhoda Books). One curious faun decides to venture into the land of people to determine why they have no joy. The faun discovers the lives of people are filled with many cares. He decides to stay, weaving music into people's thoughts, which often causes them to say "How Curious."

How the Guinea Fowl Got Her Spots, by Barbara Knutson (Carolrhoda Books). A Swahili tale reveals how a guinea fowl got its spots. Because Nganga the Guinea Fowl saves Cow from death, Cow gives Nganga spots to camouflage herself for future protection.



Ages 8-10

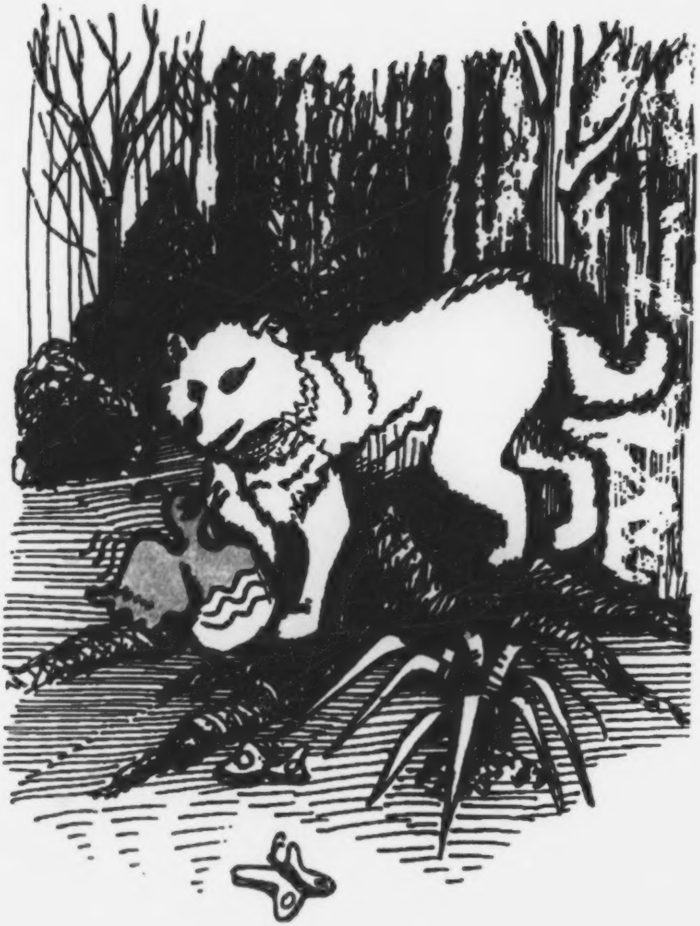
Beauty and the Beast, retold by Marianna Mayer. Beauty must live with the Beast to spare her father from death. She must "look deep into others' beauty to find her happiness." Exquisite illustrations convey the magic and mystery of this haunting tale.

John Henry, An American Legend, by Ezra Jack Keats. John Henry's strength compares to no other man around. He uses this strength to save lives and to work hard on the new railroad. However, one day John Henry challenges a machine. He wins the contest, but it costs him his life.

Chuck Wagon Stew, by E. J.Bird (Carolrhoda Books). Meet Miss Lily, Big Al, Old Three Toes, Owl Feather, and Big Red in these tall tales from the Old West. Contains an assortment of stories describing outlaws, gamblers, cowboys, and wild animals who lived in the west when it was young and wild.

Read-along Stories

524 A



The Fox and the Quail

a folktale from the peoples of the U.S.S.R.
retold by Michael Shermis

Things to do *before* reading the story

A quail is a bird that is often hunted for food. Draw a picture of a fox and a quail.

One day a fox caught a quail in the forest. "I am going to eat you!" said the fox to the quail.

"Don't eat me, Fox, for I am old and tough," said the quail, shaking. "If you let me go, I will lead you to my children. They are young and tender."

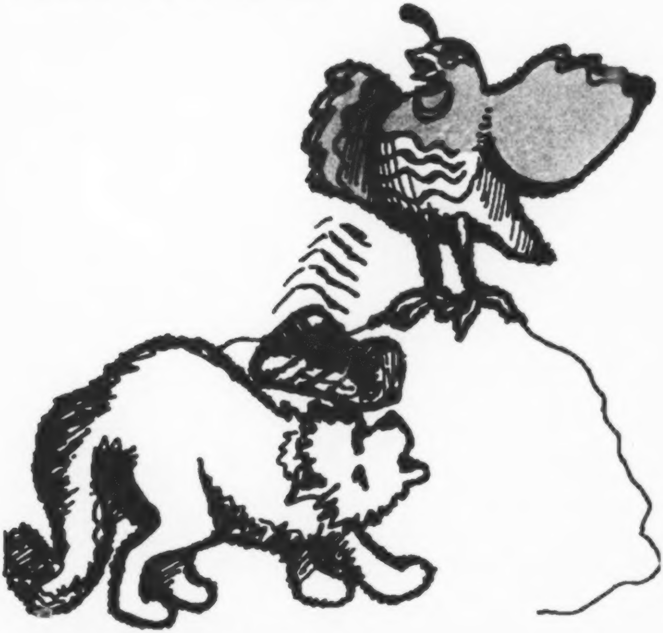
"All right," said the fox, "but tell me where your children are hidden."

"They are in the bushes over there," said the quail in a quivering voice. "Go call to them three times in my voice and they will come to you. This is how I call them:

"Come out, little kiddies, to your mommy dear!
Everything is all right and the coast is clear!"

The fox let the quail go, and crept quietly up to the bushes. He was so excited about this delicious dinner, however, that he forgot how the rhyme went. He began to whistle like a quail: "Come, little kiddies, the coast is clear!" But the call was not quite right because he could not remember the rest.

Just then the fox looked up and saw that the old quail had picked up a rock. The quail dropped the rock on the fox's head.



"Ha! Ha! Silly, silly fox!
Now all you have is rocks!"

laughed the happy quail, as she spread her wings and flew away.

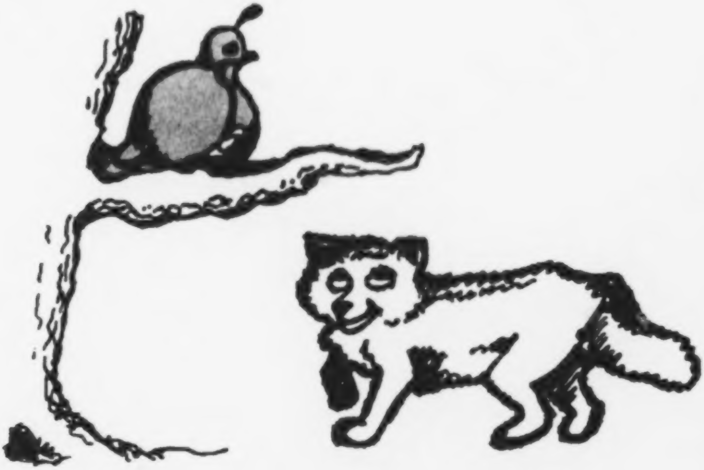
So the fox was left with nothing, except a headache.

A short time later the fox was walking along the edge of the forest, and what should he spy but the quail sitting in a tree. The fox could think only of revenge.

"Quail," he said sweetly, "have you heard what God just said?"

"No, I haven't," answered the quail, "what did God say?"

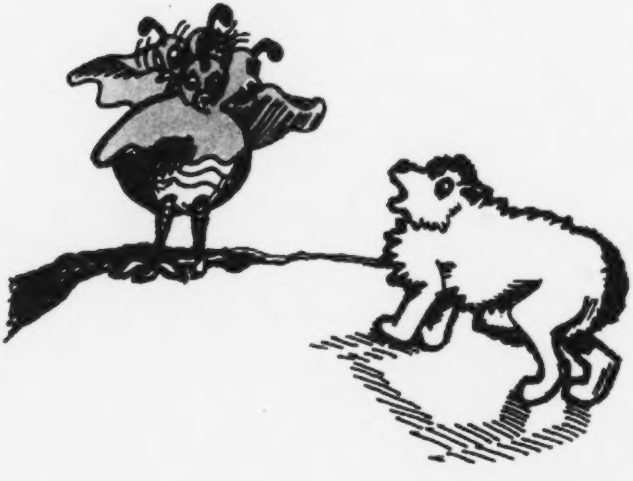
The fox smiled and said: "God has decided that all the animals and birds shall live together in peace and love from now on, and no more hurting each other for any reason! We must make peace, you and I. Come down out of that tree, little friend, and let me hug you like a sister!"



The quail did not answer, but she began turning her head from side to side.

"Why are you twisting your head all about?" asked the fox.

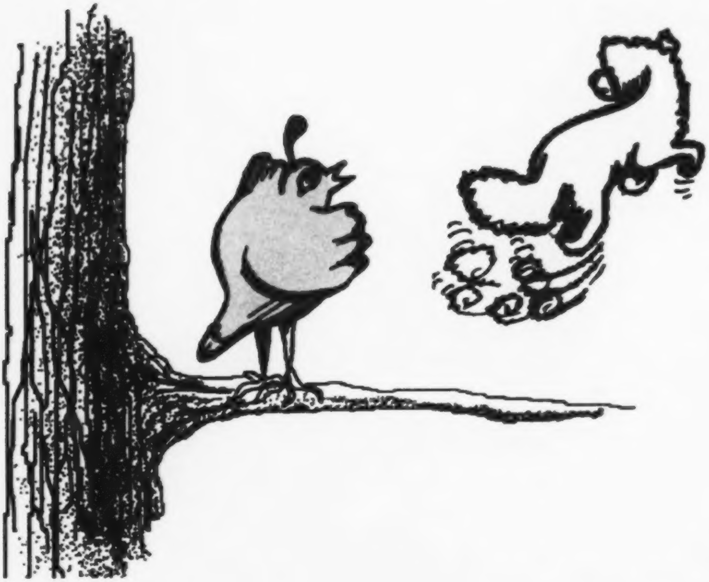
"Oh my!" shouted the quail. "I see wolves, thousands of wolves, coming toward us from all directions."



"Wolves?!" barked the fox, and he took to his heels.

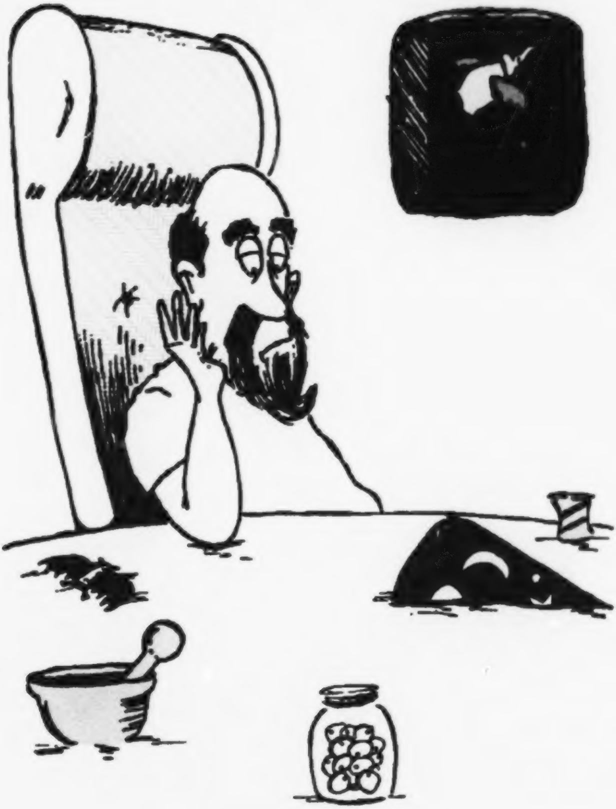
"Wait, wait!" the quail called. "Why are you scared? Did you not just say that all animals shall live in peace?"

"Yes, I did," cried the fox, "but how do I know whether those wolves know it?" And with that, the fox ran away.



Things to do *after* reading the story

Even though quail can be fox's prey, the bird in this story escapes death by "outfoxing" the fox. Think up your own story where one character must use its head, and not violence, to escape a dangerous situation.



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The Bored Wizard

by Carolyn Kane

Things to do *before* reading the story

Why is a wizard an interesting character? If you were a wizard what kinds of things would you do with your magic?

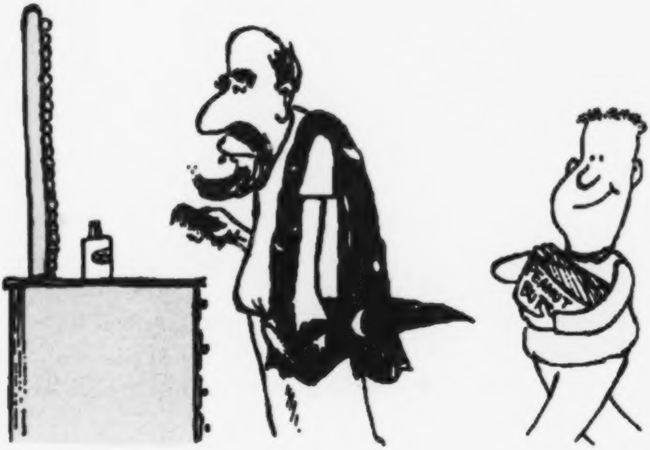
Maximilian M. Maxwell was bored. He was the greatest wizard in the world, but lately he had grown tired of magic. He tried to find something exciting to do. He turned a frog into a flying elephant and changed four mice into a rock-and-roll band. Then he went out into the enchanted forest, captured forty dragons, harnessed them to his chariot, and drove to the moon and back. But he was still bored.

"I want to do something different," he said to his nephew, Oliver. "So I've decided to give up magic. We'll leave this forest and live like ordinary people."

"Good! Let's go today," said Oliver, who had always wanted to travel. "But, Uncle Max, do you really know how to be an ordinary man? I've read books about ordinary people, and I think they're different from wizards."

"Oh, you and your books," said Maximilian. "I am the greatest wizard in the world. Surely I can get along in an ordinary place full of ordinary people."

Quickly, Oliver and Maximilian prepared for their trip. Oliver grabbed a box of peanut-butter cookies. Maximilian combed his beard with a bat-tooth comb and put on his traveling cape, his magician's hat, and his dragon-skin boots.



"Where's your magic ring?" Oliver asked.

"I *told* you," said the wizard, "I'm leaving it behind. I'm giving up magic."

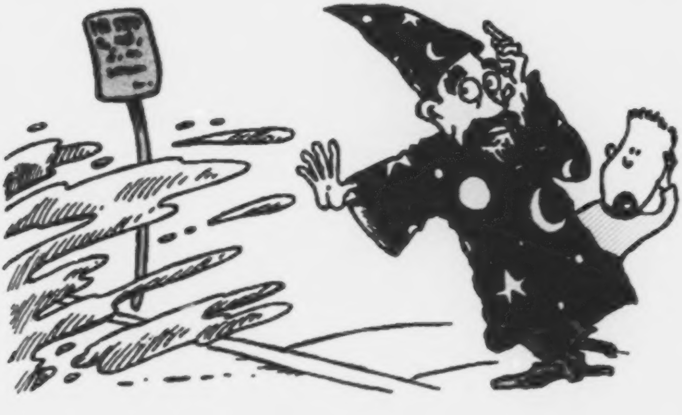
So they left their castle and, after a long journey, found themselves on the main street of an ordinary town. In front of them was a red traffic light. "Oliver, you're always reading books," said the wizard. "What does that light mean?"

"I think we're supposed to wait until it turns green," said Oliver.

"Nonsense," said Maximilian. "I am the greatest wizard in the world, and no machine can tell me what to do." He stepped into the street.

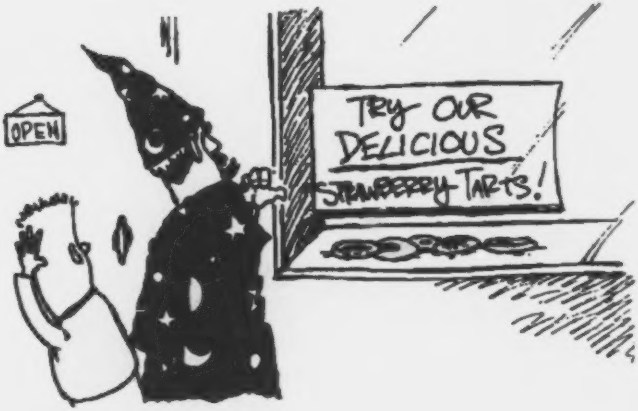
"Uncle Max," shouted Oliver, "watch *out!*"

The wizard sprang out of the way just as a huge truck roared past. Its wheels splattered mud all over his cape and dragon-skin boots.



"You there," Maximilian shouted at the driver of the truck, "if I had my magic ring, I'd turn you into a frog!"

By that time Oliver and Maximilian had eaten all the peanut-butter cookies and were getting hungry. In a bakery window they saw a sign that said Try Our Delicious Strawberry Tarts.

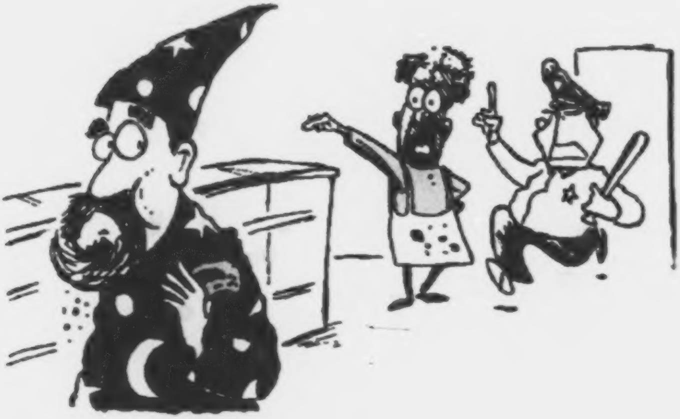

OPEN
TRY OUR DELICIOUS STRAWBERRY TARTS!

"What a kind invitation," said Maximilian. He hurried into the bakery, took several tarts from the shelf, and began eating them.

"Wait," said Oliver. "You aren't supposed to eat the tarts without paying for them. There are things called dollars and cents—"

"Nonsense!" said Maximilian. "I am the greatest wizard in the world, and I can read a simple sign. It says Try Our Delicious Strawberry Tarts, and that's all I'm doing."

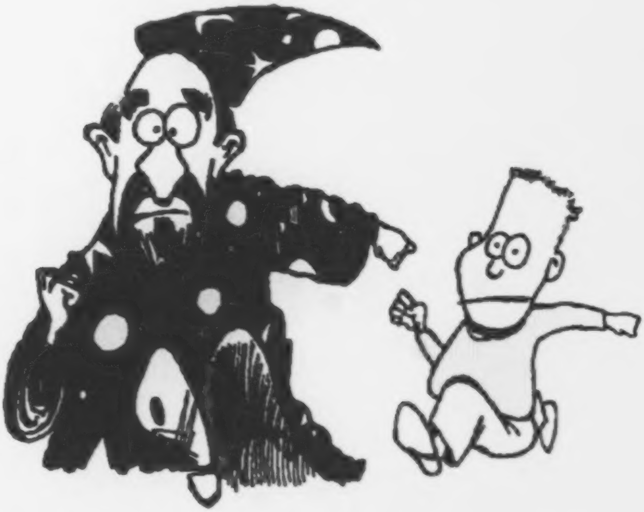
"But, Uncle Max," said Oliver wildly, "there are people called police officers—and I think I see one coming right now."



"Officer," shouted the baker, "arrest that man in the cape. He's stealing my tarts!"

Maximilian and Oliver fled through the back door. "What a town!" muttered the wizard. "I'd rather try to tame three dragons, five trolls, and eleven werewolves than try to live with these people!"

The police officer ran after them shouting, "Stop, thief!"



"Quick, Oliver," panted the wizard as he ran, "head for that little car—the one parked at the top of the hill. We'll escape in that."

"But you can't drive, Uncle."

"Nonsense! If I can drive a team of dragons, I can drive this little car." He got into the car and began pushing buttons and jerking the steering wheel from side to side.

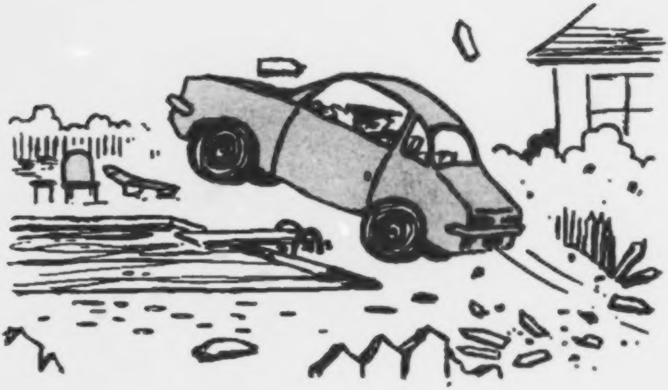
"Hurry," said Oliver. "Here comes the police officer."

Without knowing what he was doing, Maximilian released the brake. The car began rolling down the hill, slowly at first but quickly gaining speed. Faster and faster it went, heading straight toward the mayor's house.

"Stop!" cried Oliver. "We'll crash!"

"Kerflam! Whomperoo!" shouted Maximilian.

But no magic words could stop the car. It crashed through the mayor's fence, rolled through his prize-winning tulip garden, and landed with a huge splash in his Olympic-sized swimming pool.



People came running from all directions. "Help!" shouted the mayor. "There's a car in my swimming pool—and a strange man. He ruined my tulips."

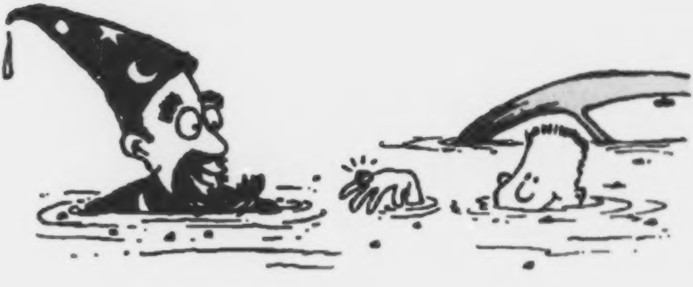
"And ate my tarts!" cried the baker.

"And stole my car!" shouted somebody else. "Throw him in jail!"

"Glug! Splut!" Maximilian gasped, clinging to the mayor's favorite inner tube. "Swim, Oliver. Don't let them catch you!"

"But, Uncle Max," said Oliver, "there's something I should tell you." He held out his hand.

The wizard stared. "You're wearing my magic ring!" he exclaimed.



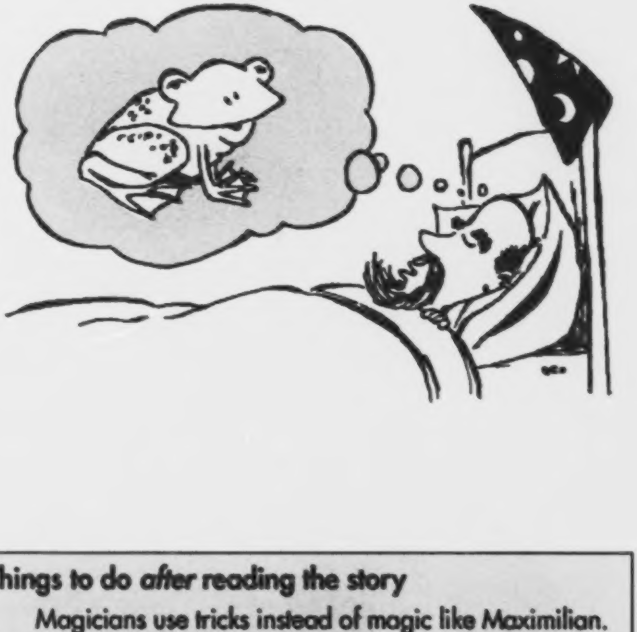
"I thought we might need it," said Oliver. "Are you annoyed with me?"

"Annoyed? Oliver, you're the joy of my life!" He seized the ring, placed it on his finger, and shouted, "Kerflam! Whomperoo!" He and Oliver and the inner tube vanished in a puff of purple smoke and reappeared in Maximilian's castle.

"Home!" said Oliver happily.

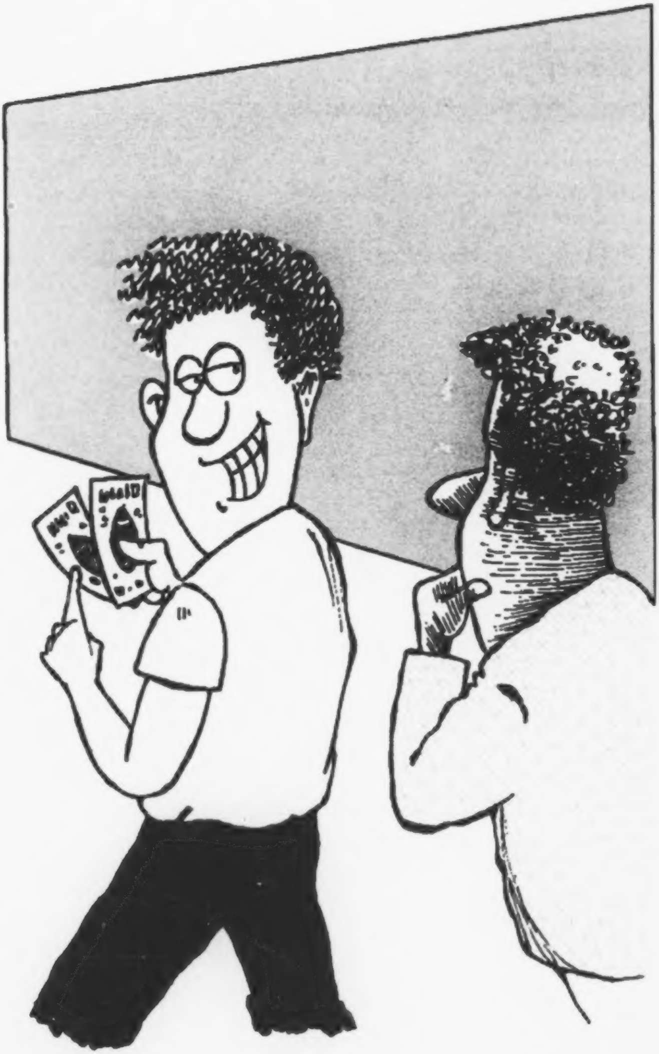
The wizard shivered in his wet clothes. "Now that I have my powers back," he said, "I'll turn everyone in that town into a frog!"

But Maximilian was too tired to turn even one person into a frog. Oliver gave him a glass of warm milk and put him to bed. For days afterward no one heard Maximilian M. Maxwell complain about being bored.



Things to do *after* reading the story

Magicians use tricks instead of magic like Maximilian. If you would like to learn some magic tricks, together go to the library and find a book to help you learn. Then try some magic tricks on your family and friends.



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The Day Sweeney Ate the Worms

by Casey West

Things to do *before* reading the story

Why do you suppose anyone would eat worms? What was the most unusual thing you ever ate? Why did you try it?

It started like any other day. Get up, get ready, eat breakfast, walk to school, see all your friends in the hall. But this day, although it started out just like that, soon changed—and not for the better.

Sweeney and I were talking in the hall when our sworn enemy, Frank (the guy whose main joy in life was making Sweeney and me crazy), came up to us and said that he had two tickets for the sold-out Broncos play-off game. *And he said he couldn't go.*

"Frank, best buddy of mine," I said. "I know someone who can go. I myself can go."

"Me, too," said Sweeney.

"Sorry," Frank said. "Of course, you *can* go. Anyone *can* go. Except me. I have to jet to Florida with my stepmother that weekend."

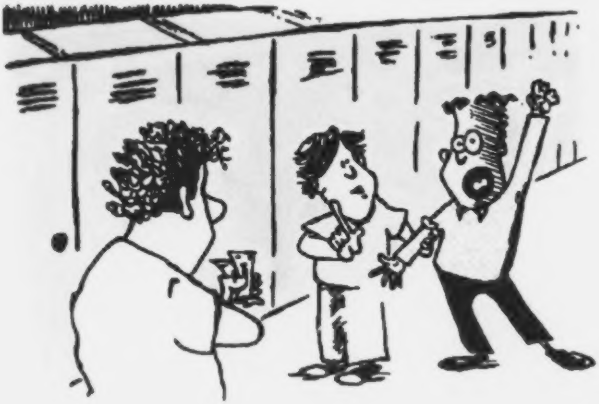
"Yes, Frank, and we can go to the game."

"No. The people who take these forty-yard-line tickets will have to do more than announce that they are able to attend this most exciting, important, and thrilling game of the season."

"Frank!" I hollered. "I'll do anything! Anything! Give me a ticket!"

"Louis, don't go overboard," Sweeney said. "Calm down."

"I have devised a couple of tests," said Frank, "to see if you two really and truly want these tickets. If you don't, there are plenty of people who do."



"There are no such words as 'not want the tickets,'" I said.

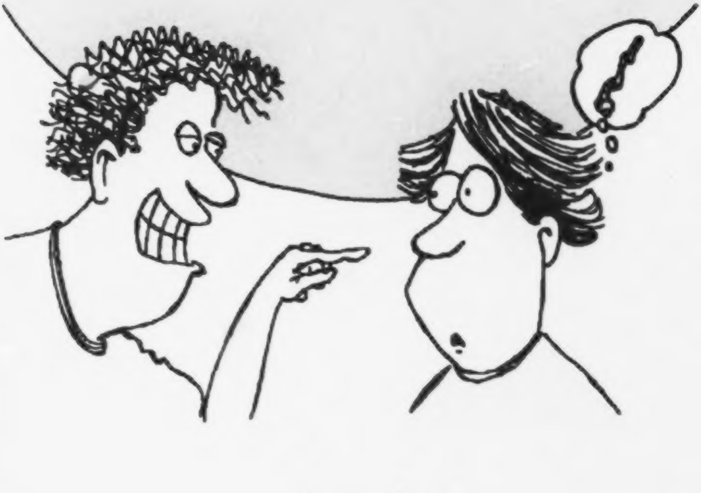
"Well, then, why don't you walk my dog every day this week, Louis?"

"Give me the dog. Give me the leash. Where is he?" I looked around wildly.

"At home, of course. We'll work that out."

"And why don't you give me your math book, and I'll teach you my super method for fractions—the way you're always begging me to," said Sweeney.

"No, no, Sweeney," Frank said. "I have something much more special in mind for you." He snickered. "You're going to eat worms."



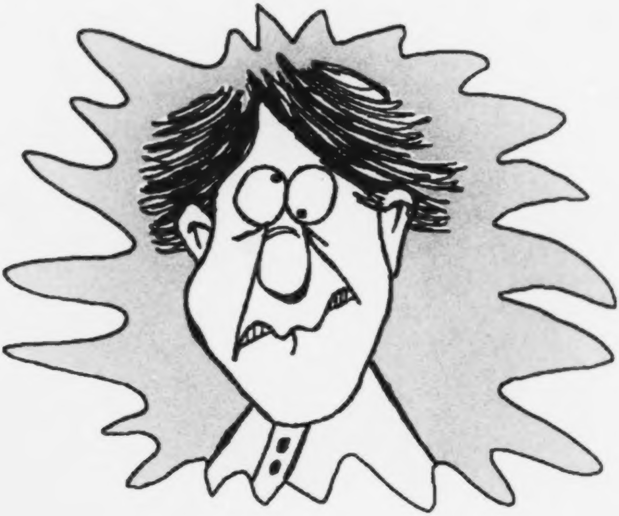
"Worms? Oh, no, I'm not."

"O.K. I'll give the ticket to Marlon." Frank turned away.

"Wait! Wait!" Sweeney said. You could see he was trying desperately to remain calm in the face of a hideous disaster.

"I'll have the worms ready for you at noon," said Frank. "If you eat them, you'll get the ticket. If not, you won't. It's just that simple." Frank left.

Sweeney couldn't speak. His face was greenish red, like a moldy beet.

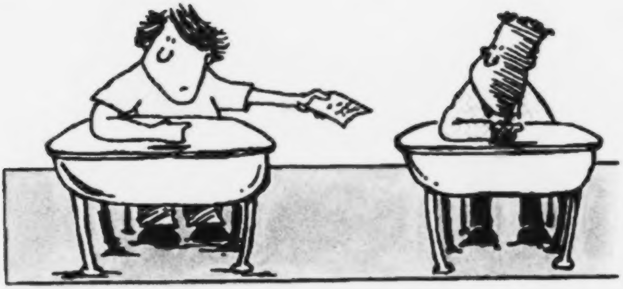


"You can't eat worms," I said, "not even for a play-off ticket."

He looked me straight in the eye. "I have to," he said. "How can I *not?*" He turned away. I ran after Frank. "Listen," I said. "You can't do this—you can't make him eat worms."

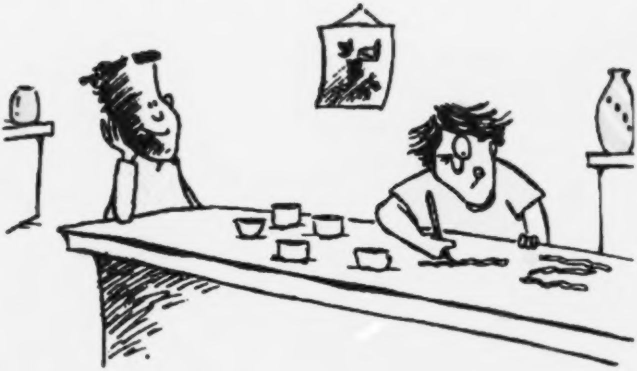
"I'm not making him do it. If he doesn't want the ticket, he doesn't have to eat any worms."

Sweeney looked sick as a pup all morning. Then he passed me a note. *I have an idea,* it said. *Meet me after math.*



At recess Sweeney pulled me to the kitchen where he sweet-talked the cook into letting him have a few sticks of spaghetti, which he boiled in a small pot. Then he took them to the art room and painted them, one by one, with blue and gray paints, adding some touches of red here and there. It was sickening. Those"worms" looked a lot like worms.

"Man," I said. "Frank will never know the difference."



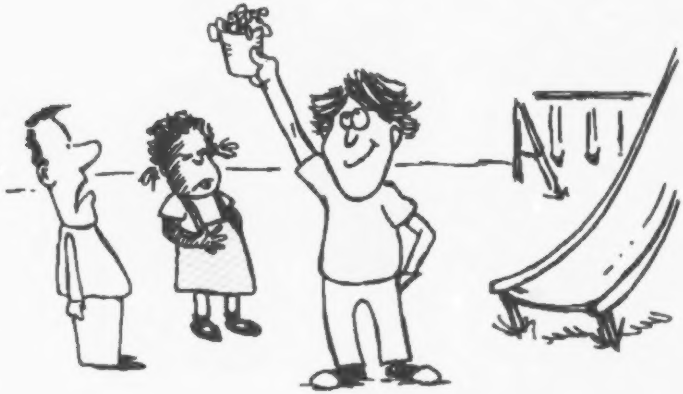
At noon we found ourselves in the middle of a crowd on the playground. Apparently the word had gotten out that Sweeney was going to eat worms for a play-off ticket, and everyone gathered around.

Frank stood in the middle of the circle, holding his can of worms high. "If he can do this, he'll earn the ticket," he said, obviously enjoying the spotlight.

I was once again extremely glad that all I had to do was walk Frank's peek-a-poo.

Sweeney winked at me. He had on his baggies, and I could see a bulge in his back pocket—the painted spaghetti. But how would he substitute it?

Then I saw. Sweeney walked calmly up to Frank, took the can, and held it high over his head with his right hand. Then he stuck his left hand into the back pocket while everyone was looking at the can, worms tumbling over the edges—and as he reached into the can, he plopped the spaghetti on top, took out a "worm," and popped it into his mouth.



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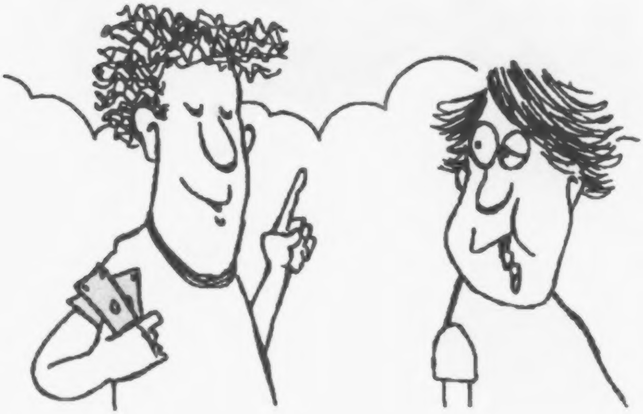
"Um," he said, rubbing his stomach. "That was great."

"Oh, yeah?" Frank said, his face red and eyes bulging.

"Eat one more."



"Who says?"

"I say. It's my ticket."

"Only one more," Sweeney said.

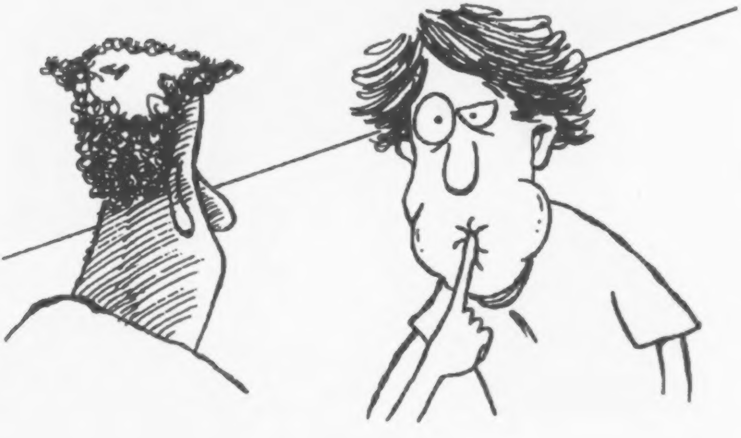
"As many as I say," said Frank.

But everyone else started saying things like, "Two is enough. Two is plenty, man."

Sweeney held the can high again, supposedly reaching in for a worm. He grabbed one, stuck it in his mouth, and chomped down on it.

His face. Oh, it was an awful sight. His eyes were wide, his mouth clamped shut.But I knew what was running through his mind. He couldn't spit it out—there would go the ticket. He could admit the first one was fake—there would go the ticket.

I saw his jaw work. I saw his Adam's apple go up an down. I saw his eyes bulge and his face turn a putrid shade of olive-green.



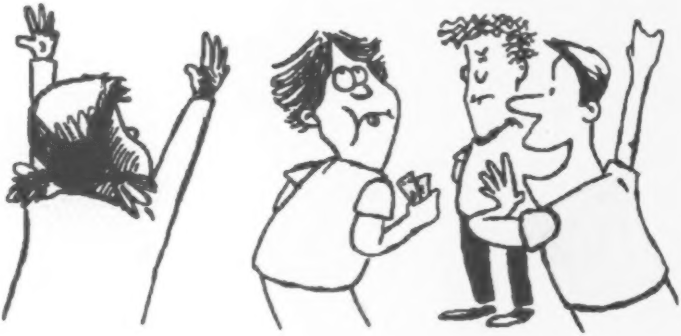
I felt my own stomach heave into a knot. And I admired the heck out of him for not throwing up.

Everyone shouted and clapped, and Frank handed over the ticket, his mouth tight around the edges.

Sweeney walked very fast back to the school.

I didn't ask him what happened next. I didn't want to know, and he definitely didn't want to talk about it.

Sweeney took the rest of the afternoon off, complaining to the school nurse about an upset stomach, and his face was green all week.



I walked Frank's peek-a-poo in her rhinestone collar up and down the streets every night, ducking behind bushes and garbage cans when I thought I saw someone I knew.

But when Sweeney's dad had dropped us at the stadium and we were in our forty-yard-line seats and the Broncos won in overtime, 33 to 30, we were so happy that even I would have gladly eaten a worm.

Well, maybe.

Things to do *after* reading the story

Talk about something you want badly enough that you would be willing to eat worms.

We hope you have had fun with these stories!

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Learning Math at Home

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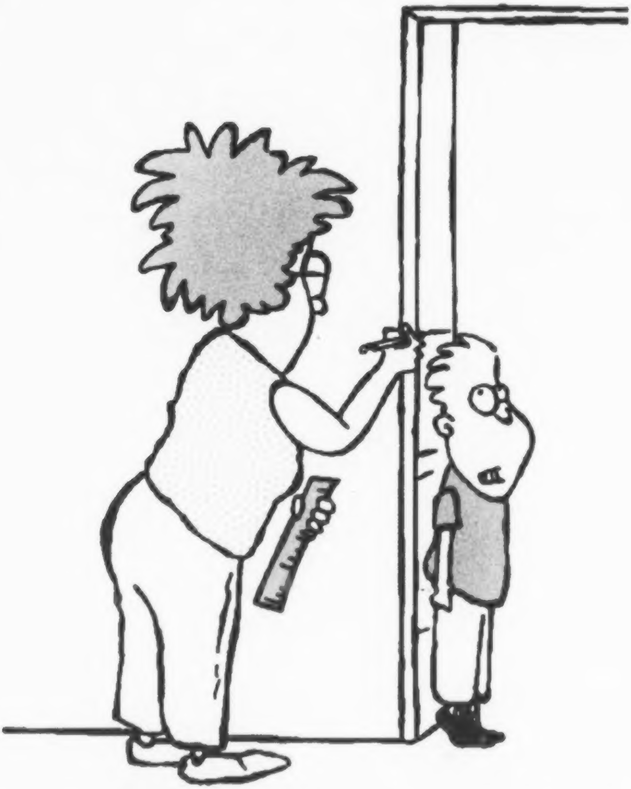

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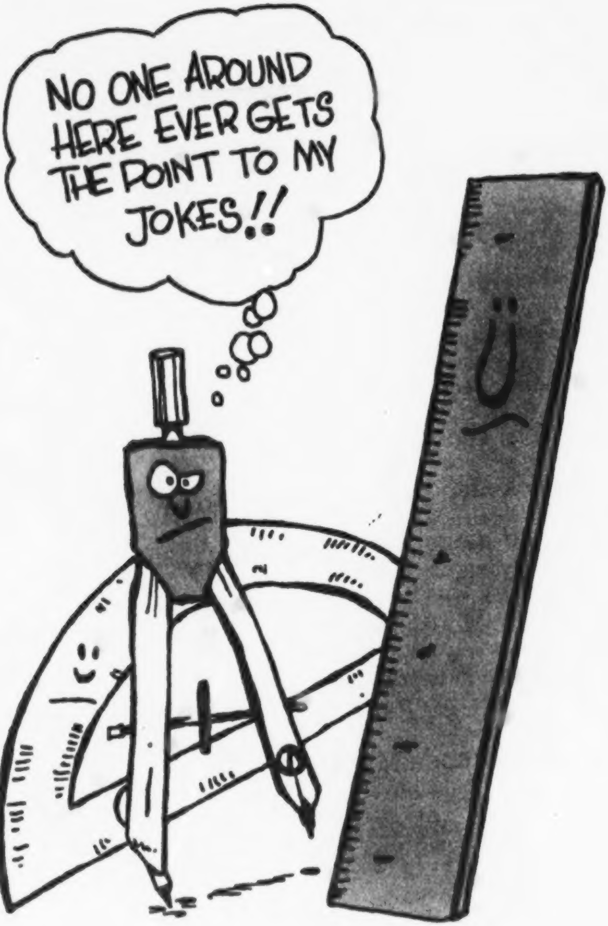
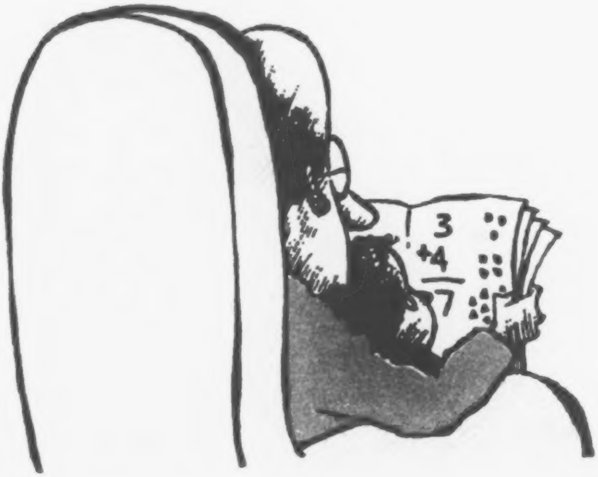

NO ONE AROUND HERE EVER GETS THE POINT TO MY JOKES!!

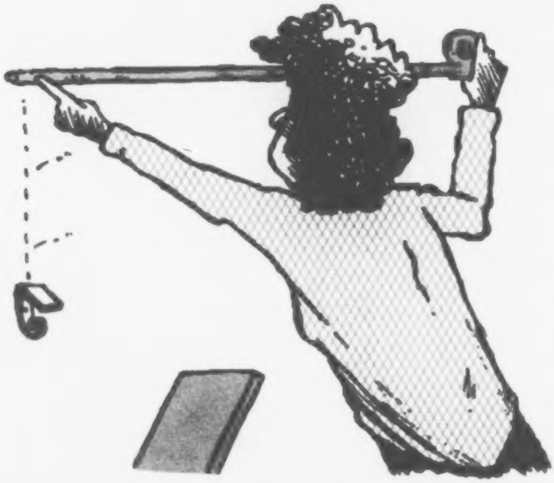
Getting Started

Welcome to this month's issue of Parents and Children Together. In this issue we focus on "Learning Math at Home" and how to make math friendly for you and your children. On side B of the tape (and in the second half of the booklet) we have three read-along stories. We encourage you to listen to these stories and to read them with your children so that they can participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.



Friendly Math

Recently, we had to build some storage shelves at work to hold the boxes of books and paper that were cluttering our work space. So we measured the wall where the shelves would be placed and then figured out how much lumber we would need. After that we called the lumber yard to estimate the cost of our project. All that measuring, figuring, and estimating were parts of a real-life math problem. We all do those kinds of math problems everyday.



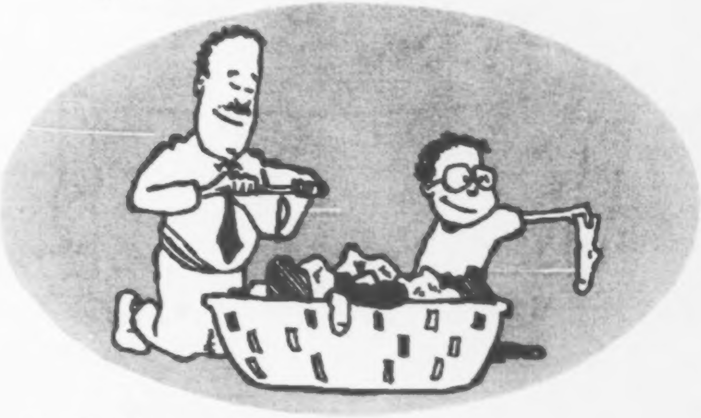
Though often feared by students, math is probably our most frequently used school subject. We solve math problems when we ask: How many are going to eat lunch? How many bowls do we

need? Spoons? Susie is having milk...Dad coffee... Mom and Jake, water." We use math skills when we:

- ✓ Note likenesses and differences.
- ✓ Ask questions like, "Can you find a spoon like this one?" or "Can you locate the sweater with the square neck?"
- ✓ Estimate the time it will take to finish homework.

Think for a moment about the routine things that involve math:

- ✓ Setting the alarm to get up at a specified time.
- ✓ Measuring coffee for breakfast.
- ✓ Leaving for the bus with enough time to reach the bus stop.
- ✓ Sorting the laundry into piles, measuring detergent, setting the dials on the washer and dryer, and folding the clothes.



- ✓ Cooking meals.
- ✓ Paying bills.
- ✓ Using sales coupons.
- ✓ Discussing the family budget.
- ✓ Making phone calls.

So don't let anyone tell you or your child that math is too difficult for you. You do it all the time.

At home, then, you can help your child build self-confidence by making her aware of the math all around her. You can also help her see the relation between everyday math activities and school learning. There are three basic things that you can do:

First, help your child understand the problem. Remember the shelves we built? We could estimate the cost and order the lumber only after we measured the wall and figured out how much lumber those shelves required. In other words, we had to visualize the problem and lay it out step by step.

Second, help your child practice the basic skills—addition, subtraction, multiplication, division, fractions, and decimals—so that the child can remember them and then use them correctly.

Third, help your child see patterns. Children need to see patterns in math and ways of organizing mathematical information. That's the great value of trying to put some information into an equation. The equals sign (=) helps children see the pattern of thinking that enables one side of the equation to match the other.

Problem Solving

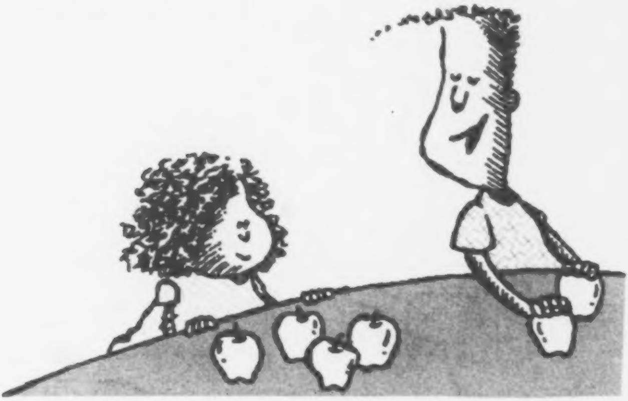
In recent years, problem solving has been emphasized in mathematics instruction. One study suggests that early childhood is a critical time to get a child ready for problem solving. Children can profit from activities that encourage them to explore their environment mathematically and to build a network that promotes problem solving.

Problem-solving strategies that parents can use to help their children understand math include:

1 × 1
2 × 2
3 × 3
4 × 4
5 × 5

- ✓ Rereading the problem.
- ✓ Looking for key words and ideas.
- ✓ Solving a similar (but easier) problem first.

- ✓ Looking for key words or phrases.
- ✓ Writing down important information.
- ✓ Making a list, a table, or a chart to organize the information.
- ✓ Using a picture or objects to make the problem more real.



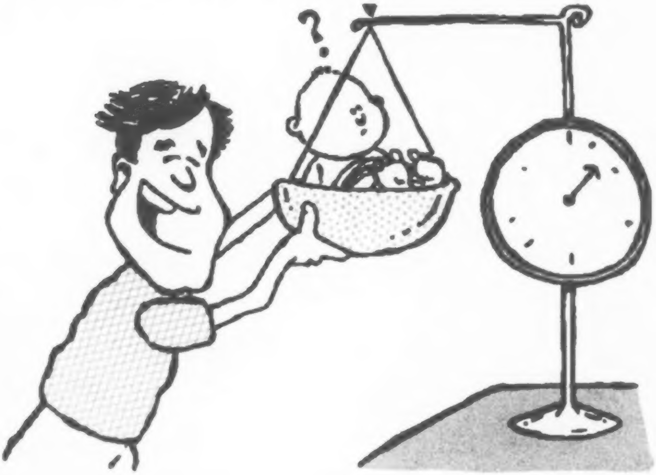
You might be interested in some other basic skill areas that have been identified by the National Council of Supervisors of Mathematics:

1. Being aware of the "reasonableness" or logic of results.

Children should learn to evaluate or inspect their results and check for reasonableness. If they were asked to find one-third of the length of a bedroom and their answer was 75 feet, is that a reasonable answer? Because calculators are now cheaper and more available, this skill is all the more important.

2. Estimating answers.

Children should be encouraged to estimate some answers. They should acquire some simple techniques for estimating quantity, length, distance, weight, and so on. You can help your children by asking them to estimate room size, distance across your yard, or the weight of their baby brother. Children who can estimate are able to reject unreasonable answers to a problem and know when they are “in the ballpark.”



3. Geometry.

Children should learn geometric concepts—shapes, differences, parallels, perpendicular, line, point, and so on. These properties relate to measurement and problem-solving skills. Children must be able to recognize similarities and differences among objects.

4. Measurement.

Children should be able to measure distance, weight, time, capacity, and temperature. Children should be aware of measurement in both metric and standard systems and use the appropriate tools.

5. Reading, interpreting, and constructing tables, charts, and graphs.

Children should understand time schedules, weather reports, and wage and income tables, which are all part of our daily lives.

SCHOOL LUNCH
MENU-March

6. Using math to predict.

Children should become familiar with how math is used to help make predictions. This is called probability. What's the probability that tomorrow Mom will say, "O.K., Henry, it's time to get up for school"? Well, how often has she said it in the past? Every day? Then the probability is 100% that she will say it tomorrow.

7. Computer literacy.

Children should be aware of the many uses of computers in society. Encourage your child to take advantage of computer learning at school and at home, if you can afford one there.

What Can Parents Do?

As is the case with all school learning, parents can be valuable assets in helping their children develop math skills. The easiest and most direct way is to talk about the math activities that occur daily. We have listed many of them in this section. Encourage your children to explore and to show their curiosity by asking questions like: how many pieces of candy do you think are in that dish?

How can we measure the size of the ball without using a tape measure? How many pieces of paper will we need to wrap that big box?

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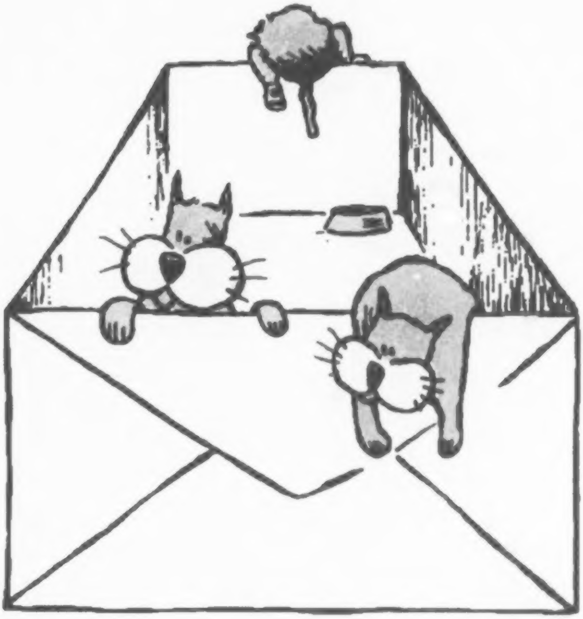
When parents provide the materials and let the child do the activity, they encourage their child to take risks as a thinker. Learning math at home begins with something the child can touch and feel, like pennies and nickels, or a dark box full of new born kittens, or storage boxes that have to fit precisely so they will all fit on the shelf. As the child realizes that math is used all around him, math may then make better sense in school and elsewhere. Please remember math begins with concrete experiences. With sticks and blocks and measuring tape, your child will learn to handle math and feel comfortable with it.



Questions About Math

Math is a subject children need help with and often times parents are anxious or intimidated by this topic. Here are answers to some questions that will enable you to help your kids.

Our child has difficulty understanding money and making change. Do you have any suggestions to motivate him to learn this?

Many families put extra change in a jar or container. If you have extra change or your child has money in his piggy bank, bring it out and let him use real money to practice making change. For example, ask your child to sort the change or coins into groups that equal a dollar; then count the groups. Remind him that this can be done by using what he already knows — counting by twos, fives, and tens.

Start out with simple sorting tasks, such as counting out enough dimes, quarters, or nickels to equal a dollar. Not only does this help your child learn how many dimes, quarters, or nickels equal a dollar, but it enables him to understand the value of each coin a little better. Once your son understands the value of coins and paper money then you can move on to problems and activities that involve counting out the correct amount of money or making change.

It is unreasonable to expect your son to do these calculations in his head right away. Adults who are dealing with money every day don't even do it — they use calculators and computer cash registers for that! When you give your son money problems at home, give him some paper and pencil to figure out the problem. Then ask him to count out the right amount of change.

As your son becomes more skilled at working with money, try challenging him. When you are shopping, ask him how much the two or three items you have in your shopping cart will cost. Have him add up the coupons you are going to use and let him tell you how much money will be saved. When shopping, or at a fast food place, ask your son to tell you how much change you should get back from the cashier. If your son gives the right answer, he gets to keep the coins!

I'm not good at math. I want our child, who isn't in school yet, to have a good attitude about math. What can I do with her before she gets to school that can avoid some of the problems and bad feelings that I have about math?

Math plays a very important role in today's world of advanced technology. As a parent, you can help your child master the subject of mathematics. Even at a very early age, your child is able to use simple mathematical ideas, and you can increase her chances of success by providing suitable activities to develop these ideas.

Math is learned naturally by the inventive, curious mind. Pre-schoolers are easy and confident with numbers. They love to count and use counting in a number of ways. By the time they enter kindergarten, they have many practical — but informal — math skills. For example, they can deal comfortably with situations requiring knowledge of what is largest, smallest, tallest, longest, inside, outside, closest, farthest, and the like. Be sure to use these words with your children. They can do simple addition and subtraction by counting and looking at actual objects — apples, pencils, books, and so forth. They can correctly count to 10 and beyond.

Help your child learn to count by using rhymes such as "one, two, buckle my shoe, three, four, shut the door." Read books to your child that involve counting. For example, *Over in the Meadow,* or *The Three Little Pigs.* When reading aloud to her, ask her how many people, dogs, or whatever she sees in the picture.

Turn simple jumping, clapping, and hopping activities into counting activities. When doing work around the home, have her count out the objects. For instance, while setting the table, have her count the plates, silverware, and napkins that are needed for dinner. Let her figure out how many potatoes you will need for dinner and then let her get them for you.

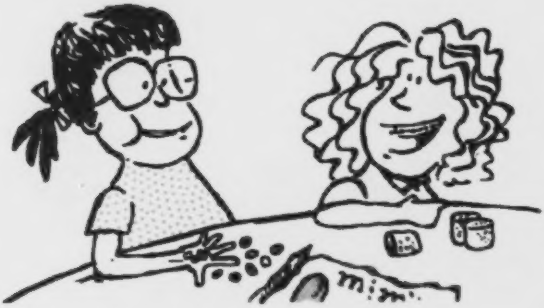
Make sure that "home" math has a noticeable problem-solving flavor. It should contain a challenge or question that can be answered. Ask your child how many pennies she has in her piggy bank. Have her take some away, and then ask her again how many she has. Don't make the problems difficult — start with small numbers and simple problems so she can gain confidence in handling numbers and solving problems.

Reward your child with praise for correct answers. This helps build the child's confidence in problem-solving. Don't tell your child that some people are "no good" in math. Never tell your child you are "no good" in math, no matter how low your opinion is of your own skills! And by all means, don't think that girls aren't as good in math as boys.

I don't want to invest a lot of money in buying math things (games, flash cards, counters, beads, etc.) like they have at school. What can I use at home that can provide my children with the same math experiences?

Math doesn't have to be an expensive investment to provide for stimulating experiences at home. Use objects that your children can touch, handle, and move. Researchers call these things "manipulatives." You have all sorts of these "manipulatives" all around the house!

They include familiar objects such as the miniature figures, cars, marbles, and so forth that young children play with. Some children have collections of shells or baseball cards. Use these items to make story problems for your children to solve or to use as counters instead of counting toes and fingers! Snacks, such as popcorn, raisins, M&M's, cereal, grapes, carrot sticks, and marshmallows make good things to count, and when you are done or get the problem right — you can eat them as a reward!



The plastic packaging called "peanuts" that many items are shipped in, old buttons, tooth picks, and paper clips make great things to use for solving math problems. Store them in a place where your children can easily get to them.

Use old decks of cards for making your own set of flash cards. Write the basic facts on these old cards just as store-bought flash cards are designed. Cut up old birthday, Christmas, or greeting cards to make flash cards.

If you have dice around the house, use a pair of dice or several dice to practice math facts. Roll the dice and add them up. The one with the highest or lowest score wins! If you don't have dice, you can make your own. Get a small piece of wood and cut it into small blocks. Write a number on each side of the block and you are ready to roll!

Use the measuring cups and spoons you use at home to help with teaching fractions. Cutting apples, oranges, and other foods helps to demonstrate fractions — what a half, a quarter, or one-third really looks like.

Tangrams are different geometric shapes that introduce your child to geometry. When teachers use tangrams at school, ask your child's teacher if you can borrow these shapes. You can make your own tangrams at home by tracing the shapes on a vinyl place mat and cutting them out. They are just as good as the purchased ones that you borrowed from the teacher!

Let your children come up with some of their own ideas to use. Once you get an idea, the possibilities are endless.

If you have questions you want answered about math, please write to us and we will try to answer them for you. You may find your question in another issue of *Parents and Children Together.*

Write to:

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Math Activities

Help your child with math at home by using one or two of the following activities. Read through the ones listed below and select the appropriate ones to do with your children.

Shapes

- Draw a circle or square or triangle, or use yarn to make the figure. Show it to your child and introduce the name of the shape. Send your youngster on a search for items in the house that have the same shape. Let him make the shape with his hands or his whole body, too.

Sports Math

- Review word problems with your child by using the basketball scores in the paper. Example: 30 games played; 12 wins. How many losses? 20 wins and 7 losses. How many games played?

SPORTS
HOOSIERS BEAT PISTONS IN O.T.

How Far Is...?

- Help your child estimate how long it would take for her to walk to a specified location. Then take the walk and determine if your predictions were correct.

Let's Go $hopping

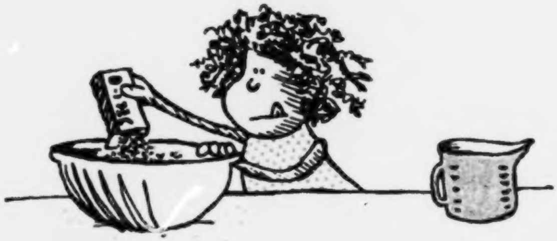
- Play a shopping game. First have your child select ten items from a catalog. Then have him add the prices to figure out the total cost of the items. Next have him pretend he will receive a certain weekly allowance. Help him figure how long it would take to earn enough money to buy the selected items.

Help Your Children with Math Skills

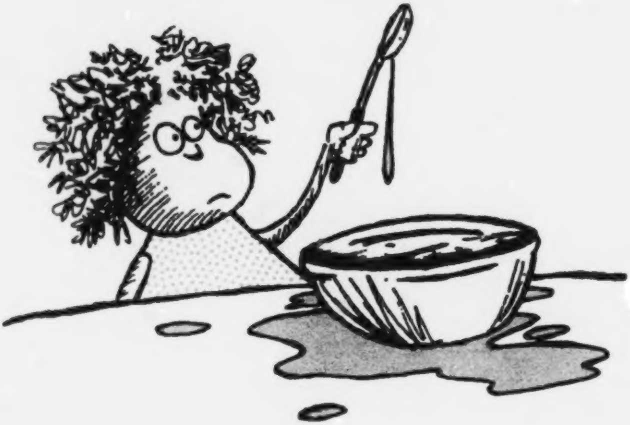
Mary Ann Duke, a literacy teacher in Sarasota, Florida, sent us this story about Suzi and ways to use math around the home.

In this day and age everyone seems to be busy! So we want to spend our time wisely. . . especially when it comes to our children.

Suzi was a bright first grader who enjoyed being in the kitchen when she and her mother were home. Her mother knew that the kitchen was an excellent place to learn math and that a fun way to learn fractions was with measuring cups and measuring spoons. One thing Suzi's mother forgot to tell her, though, was that she had recently purchased a large measuring cup. It was a single container... but its capacity was two cups.



Suzi asked, "Mom, may I please make some jello?" Knowing that she had helped Suzi do this many times before, her mother felt Suzi was capable of doing this alone. But you can guess what happened. When the recipe called for two cups of water — two cups of hot water to dissolve the jello and two cups of cold water to set the jello, Suzi put in two measuring cups of water each time. . . only it was really four cups of water each time! Needless to say, the jello was very runny.



Experiences like this one can be great learning opportunities, especially if the parent maintains a sense of humor and takes the time to explain to the child exactly what went wrong. Here is the perfect time to learn to read measurements.

If, for some reason, you had a dislike for math when you were in school, please don't pass on that attitude to your child. As Suzi's mother did, show your child that math is useful in his or her daily life.

Here are some other things that you can do in the home to help your children become more successful in math at school.

Let them learn to set the timer on the stove. Have them calculate what time it will be forty-five minutes from now when the cake is done. If the cake has to cool for 30 minutes before you put the icing on it, at what time will you begin to spread the icing?

Have them use a measuring tape to find the perimeter of the various rooms when you are buying new carpet or tile. If your children know how to multiply you can also teach them to find the area of the rooms by remembering the formula: Area = Length x Width. If you want to know the volume of your weekly trash, that formula is: Volume = Length x Width x Height. You can then determine how many cubic feet of trash you put out.

Talk about number facts or brain teasers with your children at the dinner table. For example, find books that contain amazing facts and figures, like the Super Trivia Encyclopedia or the Guinness Book of World Records, and talk about how many earthquakes there are throughout the world every year (50,000) or how many participants the largest game of musical chairs had (6,003). Also let them make up story problems to try to "stump" you.

Remember, try to make math fun. If it's fun at home, your child will be more interested in math in school.

If you have helpful ideas that have worked for you and your children, please send them to us and we'll share them with our readers.

Write to:

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Books for Parents and Children

On pages 30 - 38 , we have put together lists of books for parents and children. Several of the books contain problems to solve and games to play. We encourage you to take the time to read a few of these books so that you can help your child have fun with math.

At the beginning of this issue, we mentioned that Side B of the audio tape contains three stories that are designed to be read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about the story ahead of time.

Before reading the story, talk about the title or things that might happen in the story, Then—after the story is finished—talk about it again. By the way, if in the middle of the story something funny or exciting or interesting happens, it's O.K. for you to stop the tape and discuss the event, or for you to ask your child questions such as "Do you know someone who is as greedy as that possum?" or "Why do you suppose the older sister in this story is so mean?" These questions make your conversation about the story more natural and more valuable.

When you and your child are ready, press fast forward. Then turn the tape to Side B and listen to the stories as you read along together, or you may read the stories aloud while your child reads along in the booklet.

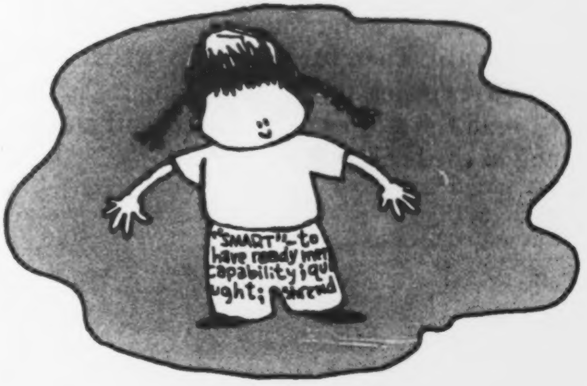
* * *

Book for Parents

The following resources will give you more information on math:

Family Math, by Jean Kerr Stenmark, Virginia Thompson, and Ruth Cossey. Presents ideas to help children (ages 5-18) learn math at home. Includes hands-on materials that focus on logical reasoning, problem solving, geometry, statistics, calculators, money, time, spatial thinking, probability, and measurement.

Math for Smarty Pants, by Marilyn Burns. Suggests activities and games that focus on everyday things to help children understand math. Covers geometry, logic, statistics, problem solving, and numeration.



Brain Building, by Karl Albrecht. Teaches seven steps to help foster clear thinking in problem solving and logic. Gives examples of problems and how to solve them step by step. Also presents games and puzzles to enhance problem-solving skills.

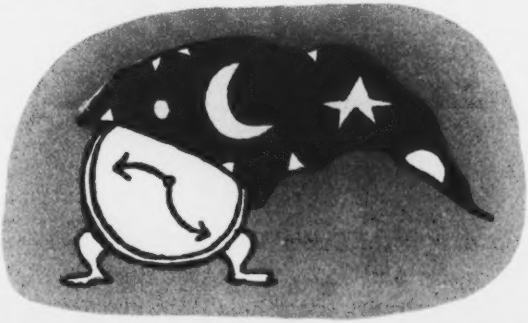
Help Your Child Learn Number Skills, by Frances Mosley and Susan Meredith. Shows parents how to explore math with their children through play. Gives practical math activities to do at home to help children with their math skills. Covers number skills, shape, measurement, calculators, computers, and mental arithmetic.

Books to Read Together

Ages 4-6

Annie's One to Ten, by Annie Owen. Illustrates the different combinations of numbers that add up to ten. Uses a variety of related objects to count. Includes zero.

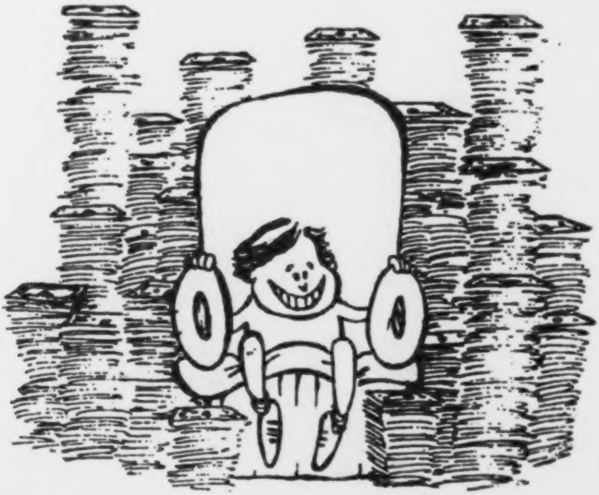
Shapes, by John J. Reiss. Presents a shape and then demonstrates familiar objects with the same shape. Creates new figures by manipulating the basic ones. Shows squares, triangles, circles, cubes, pyramids, and spheres.



The Magic Clock, by Roger Burrows. Jane finds a magic clock that takes her to different places each time she turns the hands. Relates what time it is in words to the face of the clock.

Ages 6-8

If You Made a Million, by David M. Schwartz. Earn a penny and little by little you will have a million. Considers fun ways money can be spent. Delightful illustrations accompany text.

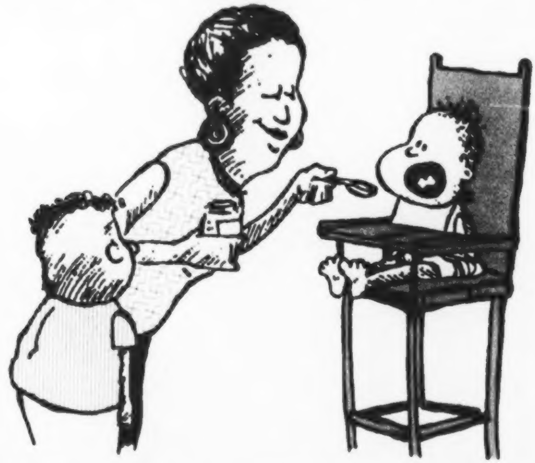


Anno's Math Games, by Mitsumasa Anno. Demonstrates concepts of multiplication, sequence, measurement, and direction. Discover the answers to the problems given by looking closely at the illustrations.

What Is Symmetry? by Mindel and Harry Sitomer. Explains symmetry and gives examples of symmetry in nature and manufactured products. Explores ways to test for line and point symmetry, and also covers plane symmetry. Gives instructions to make symmetrical patterns.

Ages 8-10

The Problem Solvers, by Nathan Aaseng (Lerner). Discover the importance of problem solving by looking at some successful products and companies. The inventions described in this book were created as solutions to problems. Discusses John Deere, Jacuzzi, Gerber, Polaroid, Evinrude, and others.



Anno's Hat Tricks, by Mitsumasa Anno and Akihiro Nozaki. Presents deductive reasoning through illustrated word puzzles. The reader must look at the "if" and determine the "then."

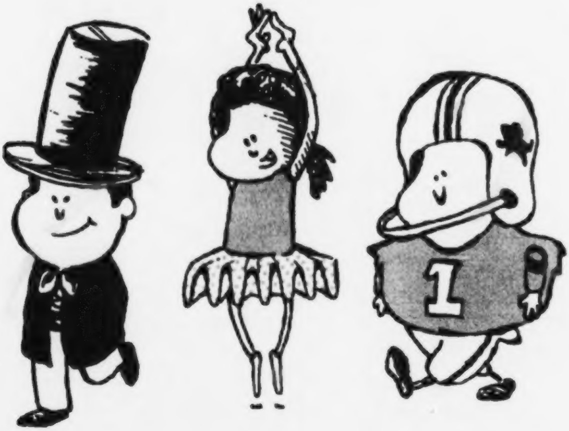
Anno's Mysterious Multiplying Jar, by Mitsumasa and Masaichiro Anno. Helps the reader visualize factorials through a story. Shows the use of the exclamation point: 3! for example, means 3 X 2 X 1. This tale goes all the way to ten. Also examines factorials as a means to determine alternate orders of a set

Books for Your Children to Read by Themselves

Ages 4-6

Big Ones, Little Ones, by Tana Hoban. Photos of mature animals with their young illustrate the concept of big and little. Lists different kinds of animals in the back of the book.

The Fancy Dress Party Counting Book, by John Patience. Shows groups of children in costume arriving at a birthday party. Illustrates numbers one through ten with children and counting dots. Includes simple story-problem questions.



Shapes, Shapes, Shapes, by Tana Hoban. A photographic collection of familiar objects seen every day. Shapes to look for are in the beginning of the book and appear throughout the photos. Includes arcs, circles, hearts, stars, ovals, squares, triangles, and more.

Ages 6-8

How Much Is a Million? by David M. Schwartz. Marvelosissimo, the mathematical magician, takes a journey and defines large numbers using familiar things. Depicts concepts of million, billion, and trillion through captivating illustrations.

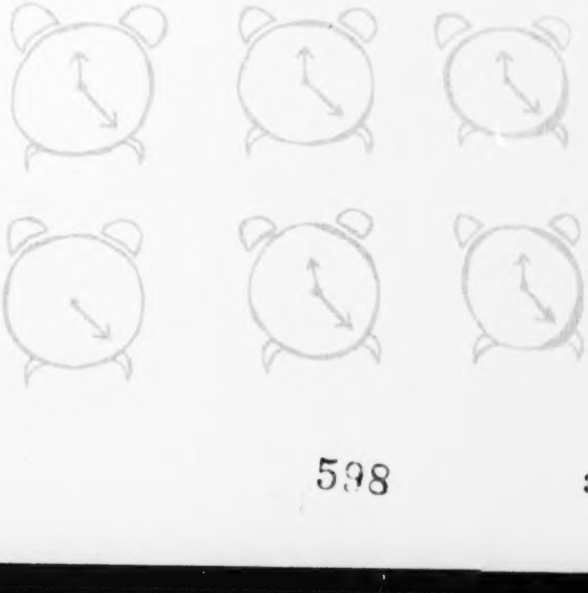
Meet the Computer, by Seymour Simon. Discusses and explains a computer and how it works. Uses cartoons to illustrate the text.

Dollars and Cents for Harriet, by Betsy Maestro. Harriet is a hard working elephant trying to earn enough money for a kite. Follow her and learn how different coins add up to make one dollar.

Ages 8-10

The I Hate Mathematics Book! by Marilyn Burns. Learn math by having fun with games, puzzles, riddles, and magic tricks. Covers numerology, probability, symmetry, logic, fractions, multiplication, and more.

Which One Is Different? by Joel Rothman. Twenty-six puzzles that challenge the best observation skills. Each page contains a set of objects, and one object is different from the others. Covers a variety of difficulty levels.



The Domino Book, by Frederick Berndt. Outlines puzzles and games to play using dominoes. Gives the rules and versions of games from simple to complex. Can be played by children and adults.

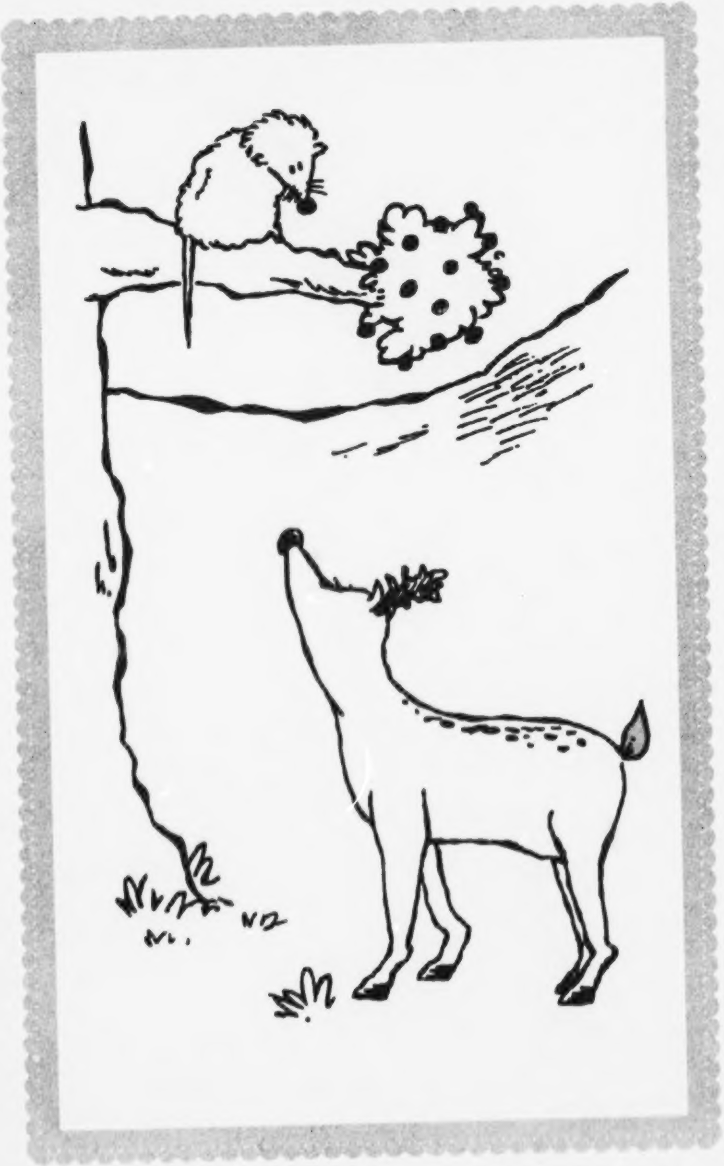
Magazines

Also ask the librarian for the following magazines for children:

3-2-1 Contact
Cricket
Current Science
Highlights for Children
Scholastic Dynamath
Science Weekly
Science World
Shoe Tree

* * *

Read-along Stories



Why the Possum Has Such a Big Mouth

by William Brescia

Things to do before reading the story

This story is one of a group of Choctaw Indian stories called "Shuka numpa," or "hog talk." In these stories, the hogs are talking to the little children to tell them how to behave. As you read the story, think about how it is telling you to behave.

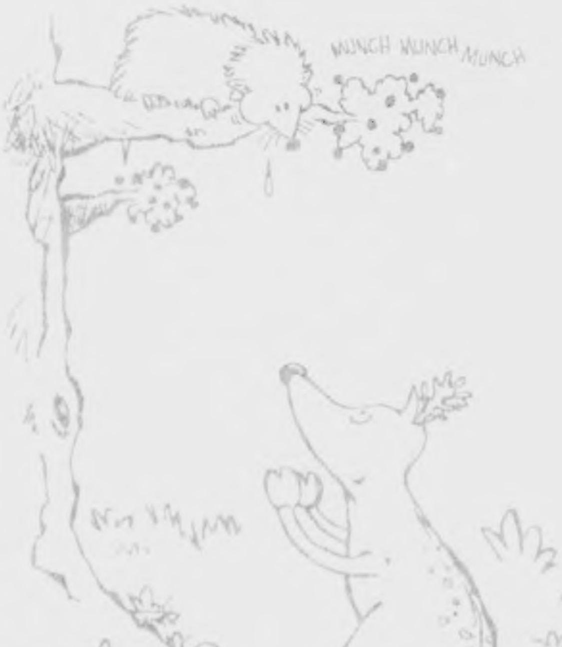
One day a long time ago, when animals used to talk, Deer was wandering through the woods. Deer was starving because there was no food. There had been no rain for many weeks, and all the things that Deer ate were dry and not fit to eat.

As Deer walked through the woods he saw Possum eating persimmons in a tree. The persimmon tree had lots of fruit and Possum was fat and happy, and his little mouth was smeared with persimmon juice. Back in those days Possum had a tiny little mouth that was puckered up all the time.

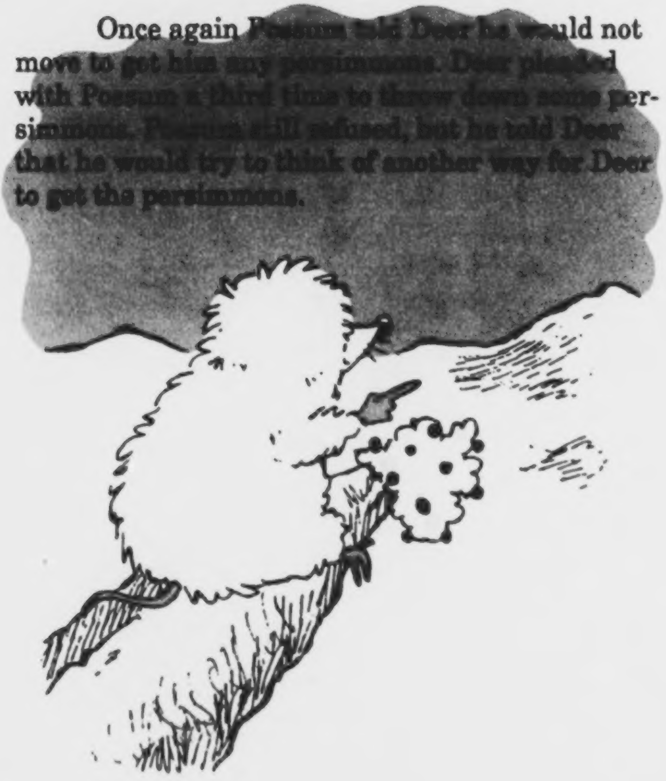
Deer looked up in the tree and said, "Brother Possum, will you please throw down some persimmons for me to eat?"

Possum looked down and told Deer, "No, I'm so full I can't move. Besides, I don't want to give you any of my persimmons."

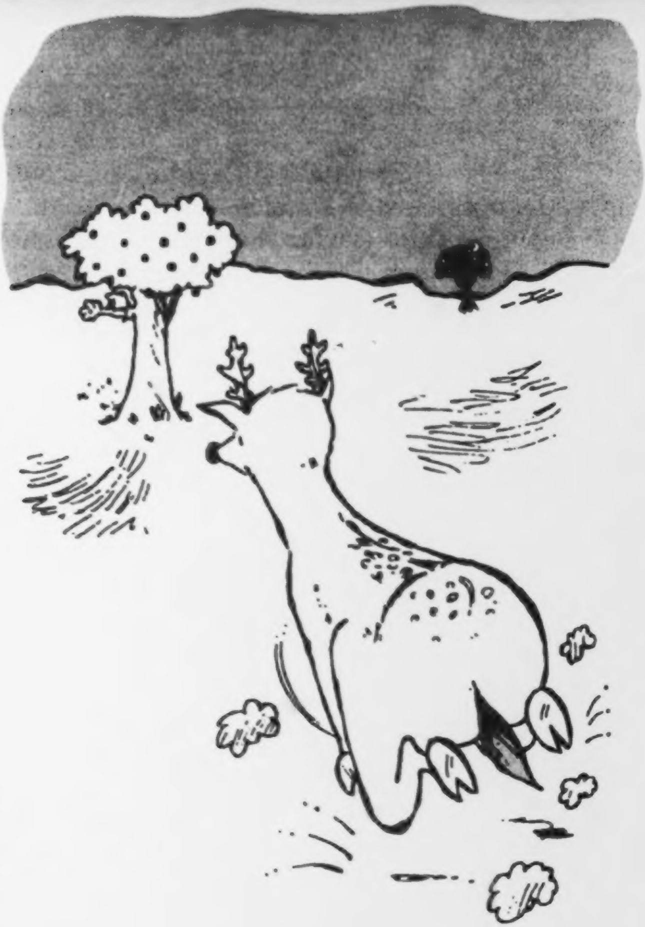
Deer pleaded with Possum, "Please, Brother Possum, won't you please throw down just a few persimmons or I will surely starve."



Once again Possum told Deer he would not move to get him any persimmons. Deer pleaded with Possum a third time to throw down some persimmons. Possum still refused, but he told Deer that he would try to think of another way for Deer to get the persimmons.

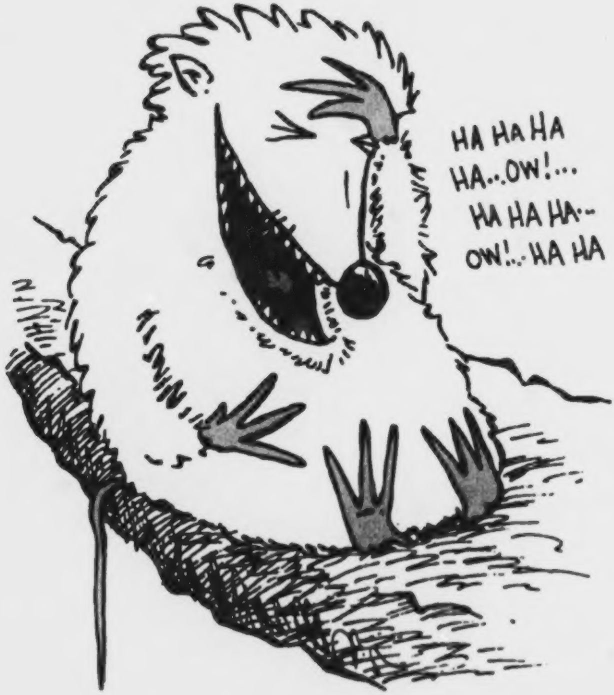


After a long time Possum had an idea. He said, "Brother Deer, I have an idea. Do you see that hill over there?" Deer nodded his head yes. "Why don't you go to the top of that hill? Then turn around and run down here as fast as you can and hit this persimmon tree with your head. That will shake the tree and knock some of the persimmons off. You can have all of the persimmons that fall to the ground, and I will keep all of those that stay in the tree."



Deer thought about it for a little while and then decided to follow Possum's advice. Deer walked to the top of the hill, turned around, and looked at the tree to make sure there was nothing in his way. Then he pawed the ground with his front feet and began to run as fast as he could. With a great thud, Deer hit the tree. Lots of persimmons fell as the tree shook so much that Possum had to hang on to keep from falling out.

Then Deer staggered and fell over dead. He had hit the tree so hard that he had cracked his head and killed himself. When Possum saw this, he laughed and laughed. He laughed so hard that the sides of his mouth split open, and that is why the Possum has such a big mouth today.



Things to do after reading the story

Do you like the ending to this story? Can you think of a better ending? What lesson do you think this hog tale is trying to teach?

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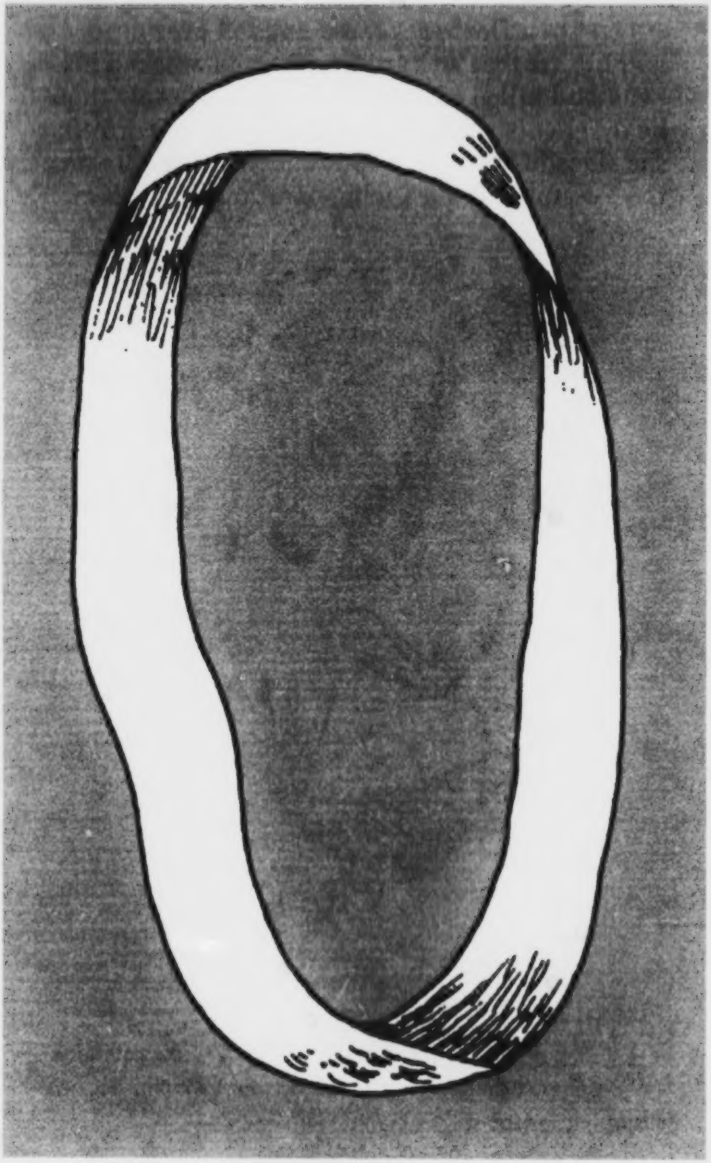


46

Paul Bunyan versus the Conveyor Belt

by William Hazlett Upson

Things to do before reading the story

Get a long, thin strip of paper, some tape or glue, and a pair of scissors. Stretch out the piece of paper, then twist it once. Then tape or glue the ends of the paper together. Be careful not to lose the twist. This should give you a loop with just one twist in it. This is called a Moebius strip. Now, with a pair of scissors, begin to cut your Moebius strip down the middle...and see what happens! Read the story and see how Paul Bunyan used the mysterious Moebius strip to foil his foe, Loud Mouth Johnson.

One of Paul Bunyan's most brilliant successes came about, not because of brilliant thinking, but because of Paul's caution and carefulness. This was the famous affair of the conveyor belt.

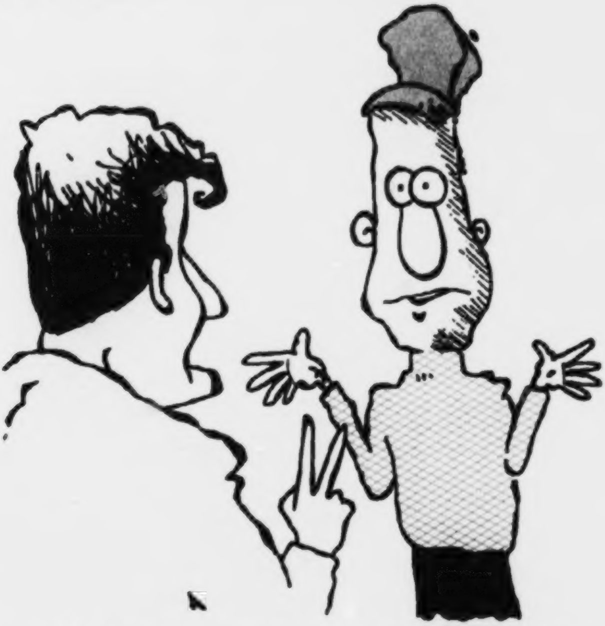
Paul and his mechanic, Ford Fordsen, had started to work a uranium mine in Colorado. The ore was brought out on an endless belt that ran half a mile going into the mine and another half mile coming out — giving it a total length of one mile. It was four feet wide. It ran on a series of rollers and was driven by a pulley mounted on the transmission of Paul's big blue truck, "Babe." The manufacturers of the belt had made it all in one piece, without any splice or lacing, and they had put a half-twist in the return part so that the wear would be the same on both sides.

After several months' operation the mine gallery had become twice as long, but the amount of material coming out was less. Paul decided he needed a belt twice as long and half as wide. He told Ford Fordsen to take his chainsaw and cut the belt in two lengthwise.

"That will give us two belts," said Ford Fordsen. "We'll have to cut them in two crosswise and splice them together. That means I'll have to go to town and buy the materials for two splices."

“No,” said Paul. “This belt has a half-twist—which makes it what is known in geometry as a Moebius strip.’

“What difference does that make?” asked Ford Fordsen.

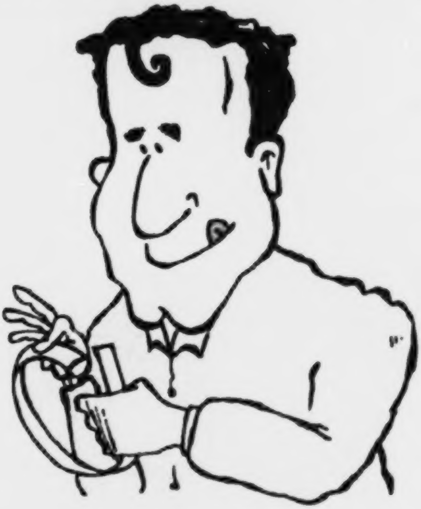


“A Moebius strip,” said Paul Bunyan, “has only one side, and one edge, and if we cut it in two lengthwise, it will still be in one piece. We’ll have one belt twice as long and half as wide.”

“How can you cut something in two and have it still in one piece?” asked Ford Fordsen.

Paul was modest. He was never opinionated. “Let’s try this thing out,” he said.

They went into Paul's office. Paul took a strip of gummed paper about two inches wide and a yard long. He laid it on his desk with the gummed side up. He lifted the two ends and brought them together in front of him with the gummed sides down. Then he turned one of the ends over, licked it, slid it under the other end, and stuck the two gummed sides together. He had made himself an endless paper belt with a half-twist in it just like the big belt on the conveyor.

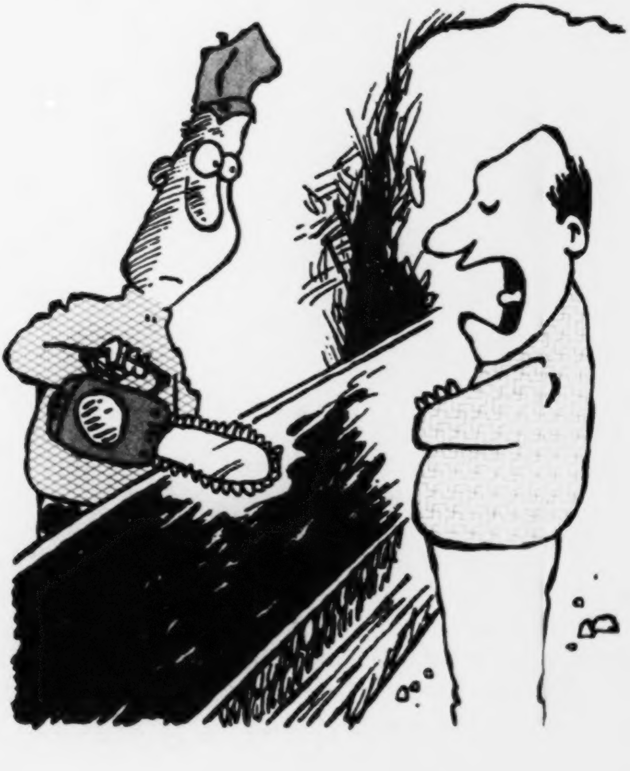


"This," said Paul, "is a Moebius strip. It will perform just the way I said — I hope."

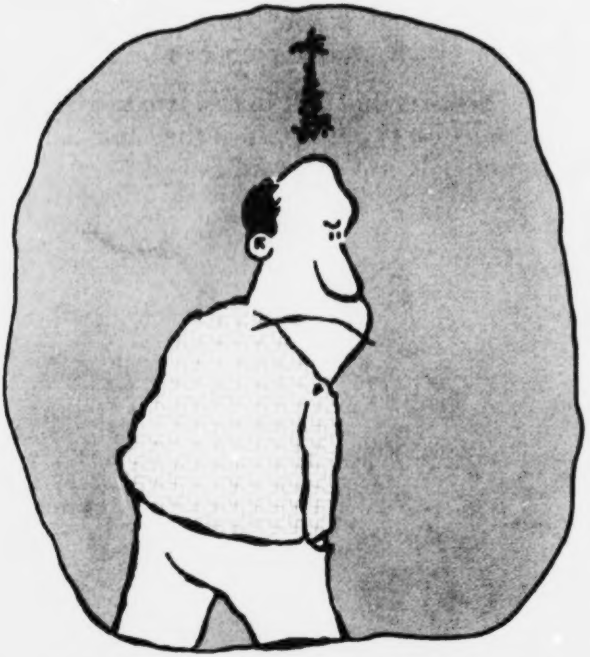
Paul took a pair of scissors, dug the point in the center of the paper, and cut the paper strip in two lengthwise. And when he had finished, sure enough, he had one strip twice as long, half as wide, and with a double twist in it.

Ford Fordsen was convinced. He went out and started cutting the big belt in two. And, at this point, a man called Loud Mouth Johnson arrived to see how Paul's enterprise was coming along and to offer any destructive criticism that might occur to him. Loud Mouth Johnson, being Public Blow-Hard Number One, found plenty to find fault with.

"If you cut that belt in two lengthwise, you will end up with two belts, each the same length as the original belt, but only half as wide."



"No," said Ford Fordsen, "this is a very special belt known as a Moebius strip. If I cut it in two lengthwise, I will end up with one belt twice as long and half as wide."



"Want to bet?" asked Loud Mouth Johnson.

"Sure,' said Ford Fordsen.

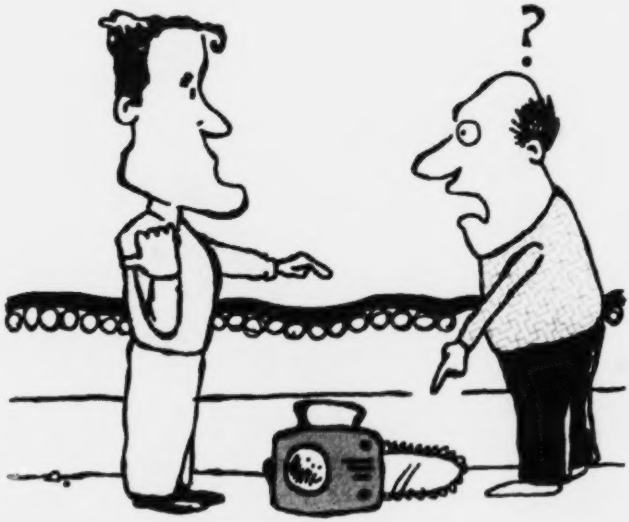
They bet a thousand dollars. And, of course, Ford Fordsen won. Loud Mouth Johnson was so astounded that he slunk off and stayed away for six months. When he finally came back he found Paul Bunyan just starting to cut the belt in two lengthwise for the second time.

"What's the idea?" asked Loud Mouth Johnson.

Paul Bunyan said, "The tunnel has progressed much farther and the material coming out is not as bulky as it was. So I am lengthening the belt again and making it narrower."

"Where is Ford Fordsen?"

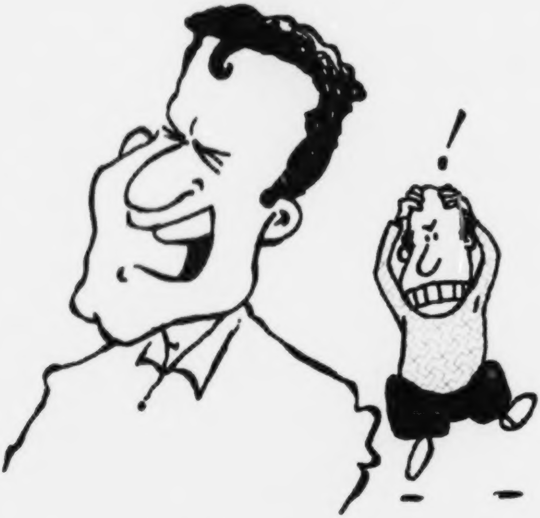
Paul Bunyan said, "I have sent him to town to get some materials to splice the belt. When I get through cutting it in two lengthwise I will have two belts of the same length but only half the width of this one. So I will have to do some splicing."



Loud Mouth Johnson could hardly believe his ears. Here was a chance to get his thousand dollars back and show up Paul Bunyan as a boob besides. "Listen," said Loud Mouth Johnson, "when you get through you will have only one belt twice as long and half as wide."

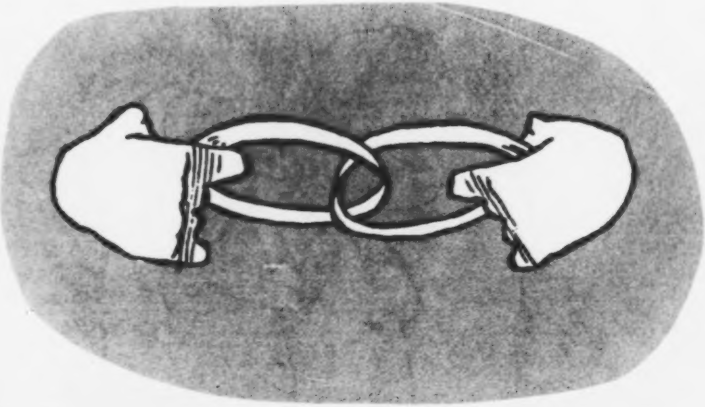
"Want to bet?"

"Sure."



So they bet a thousand dollars and, of course, Loud Mouth Johnson lost again. It wasn't so much that Paul Bunyan was brilliant. It was just that he was methodical. He had tried it out with that strip of gummed paper, and he knew that the second time you slice a Moebius strip you get two pieces — linked together like an old-fashioned watch chain.

A mathematician confided
That a Moebius band is one-sided.
    And you'll get quite a laugh
    If you cut one in half,
For it stays in one piece when divided.



Things to do after reading the story

In the original story, Paul is a giant lumberjack and "Babe" is his ox. Draw a picture of them.

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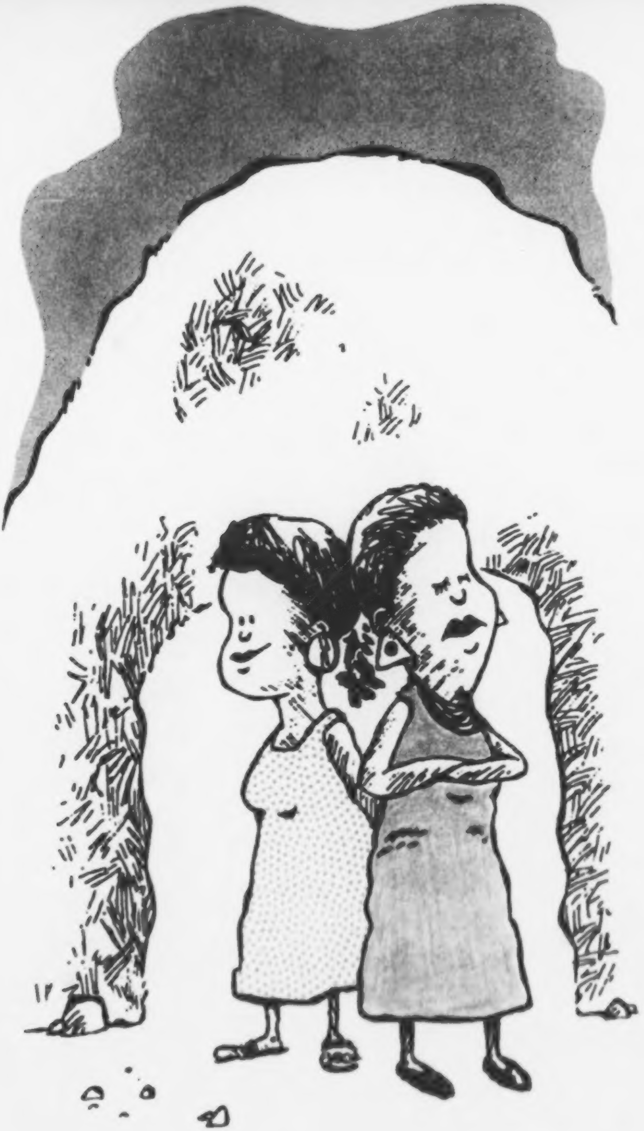

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Makanda Mahlanu

A Bantu Folk Tale from Africa

by Josepha Sherman

Things to do before reading the story

Write the title of this story in a vertical column so there is one letter per line. Think of words beginning with these letters that are related to Africa in some way.

Once, long ago, there lived a poor man with two daughters. Zikazi, the elder, was very beautiful. *Wau,* but she was also proud and lazy. Zanyana, the younger daughter, was beautiful, too, but unlike her sister, she was kind and sensible.

One day a messenger came to the poor man's little mud hut. "The great chief Makanda Mahlanu wishes to wed one of your daughters."

"But — but no one has ever seen the great chief!" the poor man protested. "No one even knows what he looks like."

"Wed one of us?" wondered Zanyana. "Which one?"

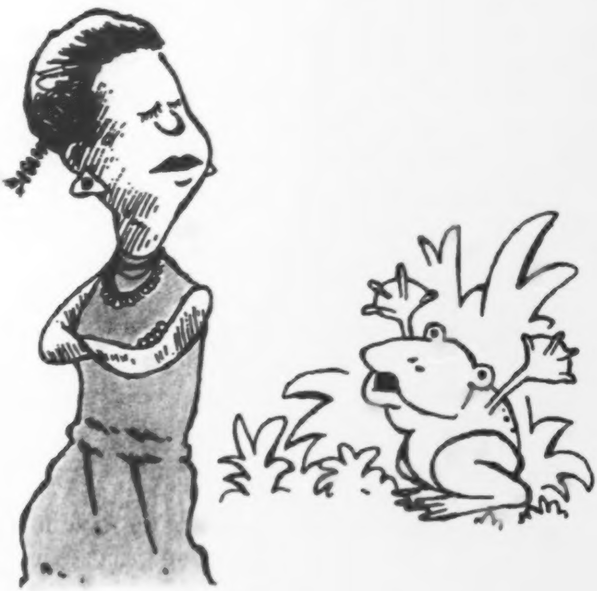
"Why, me, of course!" cried haughty Zikazi. "I am older and more beautiful. The great chief shall wed me."

So off Zikazi went to the village of Makanda Mahlanu. On the way she met a mouse, which sat up on its hind legs and said in its tiny voice, "Shall I show you the way?"

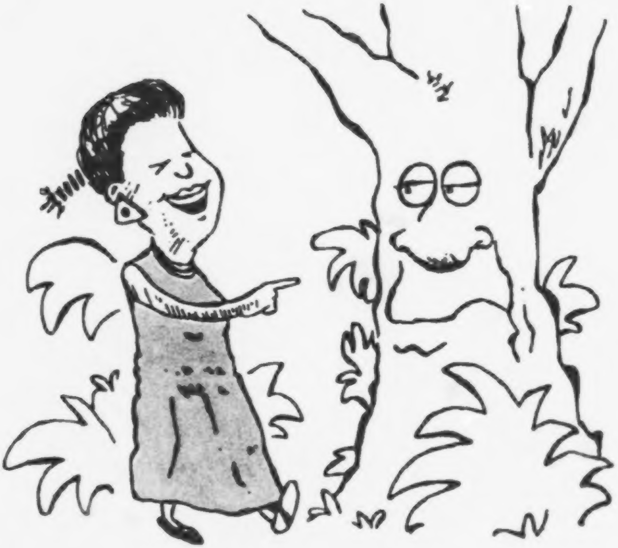
"How dare a silly little mouse speak to me?" cried Zikazi. "Go away!"

The mouse ran away. Zikazi went on. But the path grew so narrow and so full of thorns that her leather dress was soon sadly torn and her face and arms all scratched. As she struggled on, she met a frog. It croaked at her and said, "Shall I give you a warning?"

"How dare a slimy frog speak to me?" cried Zikazi. "Go away!"



The frog hopped off. But as it hopped, it called to Zikazi, "Foolish girl, I'll warn you anyway: When the trees laugh at you, don't laugh back at them!"



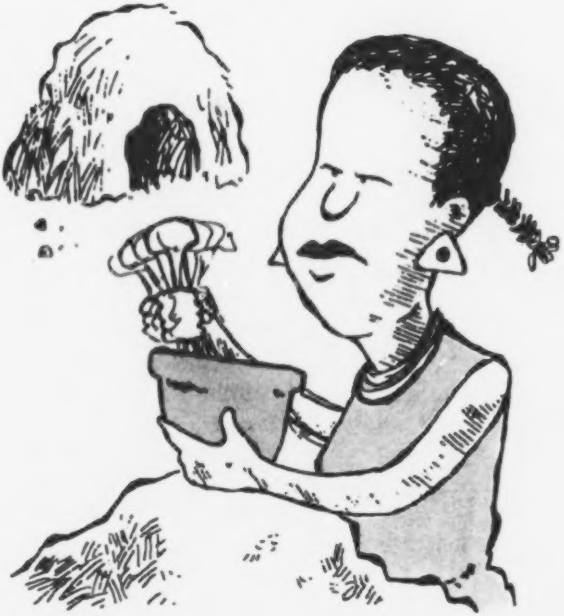
Zikazi thought that was nonsense. But just then the trees did start to laugh at her, shaking their branches in glee! "How dare you laugh at me?" cried Zikazi. "You — you silly twigs!" And she started to laugh back at them and mock them.

"Be wary, Zikazi," came a whispery voice, like the stirring of wind through leaves. "You did not listen to Mouse and Frog when they tried to help you. Foolish girl! You have but one chance left: Grind the millet well. Fear nothing you see."

"What foolishness," said Zikazi, and she went on her way.

When she came to the village of the great chief, with all its huts and herds and people, she went right up to the bridal hut. There the servants of Makanda Mahlanu gave her millet seed to grind into a bridal cake. But Zikazi was such a lazy thing! She ground the seed only once, and the bridal cake was hard and lumpy as rock.

Zikazi didn't care. "Let me see my husband," she said.



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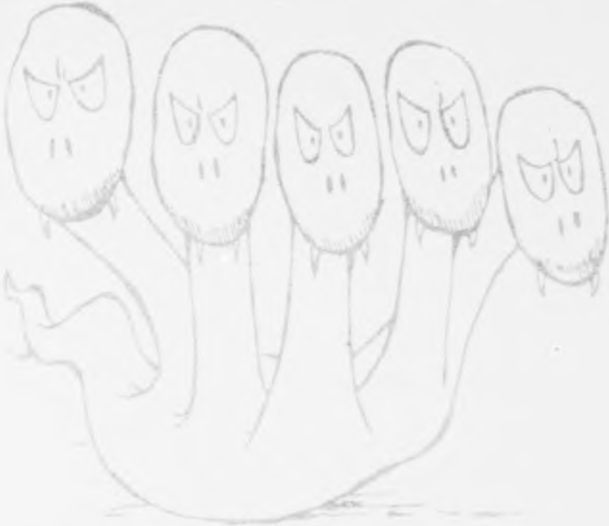
There came a slithering. There came a shivering. Suddenly Makanda Mahlanu was before her—and he was a monster! He was a huge snake

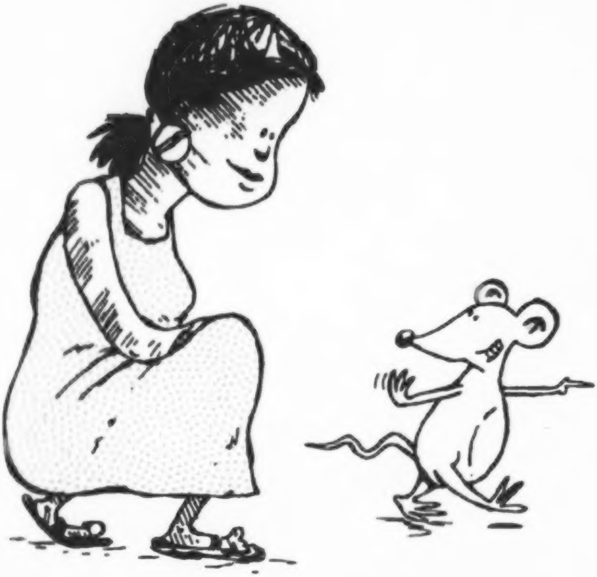


with five staring heads! Zikazi forgot the warnings of the trees. She ran away in fear, all the way back to her father's hut. There, scratched and shaking and dirty, she sobbed, "He's a monster! Makanda Mahlanu is a monster!"

But Zanyana thought to herself, "I wonder." "Now it is my turn," she told her father, and — though he tried to stop her — Zanyana set out for the village of the great chief. She hadn't gone far when the mouse sat up on its hind legs and asked her, "Shall I show you the way?"

"Yes, kind mouse, please do."

So the mouse led her to a broad, smooth path. Not a pebble bruised her feet, not a thorn tore her dress.



She came to the frog, who called up, "Shall I give you a warning?"

"Yes, kind frog, please do."

So the frog warned her, "When the trees laugh at you, don't laugh back at them."

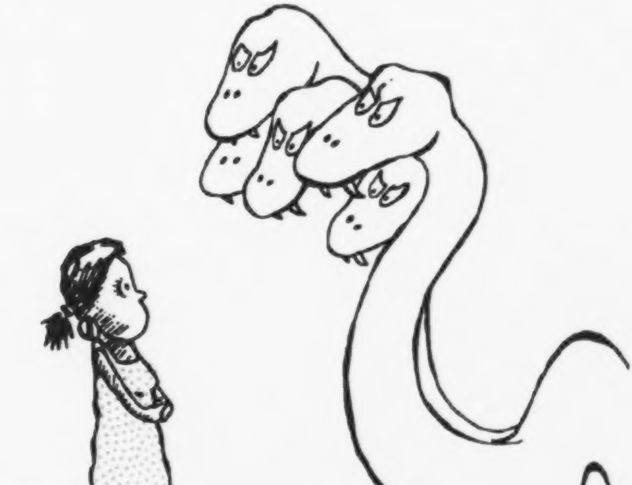
The trees laughed. Zanyana only smiled. "I guess a human being does look funny to you," she called up to them.

"Grind the millet well," said the whispery voice. "Fear nothing you see."

Zanyana nodded and went on. Soon she reached the village of the great chief. When she entered the bridal hut, the servants put the millet seed before her for the bridal cake. Zanyana ground it once, she ground it twice, she ground it so well that the cake was smooth and fine and soft.

"Now," she asked softly, "may I see my husband-to-be?"

There came a slither, there came a shudder, and Makanda Mahlanu, the terrible five-headed snake, entered the hut. Zanyana gasped. But then she remembered what the trees had told her: "Fear nothing you see."

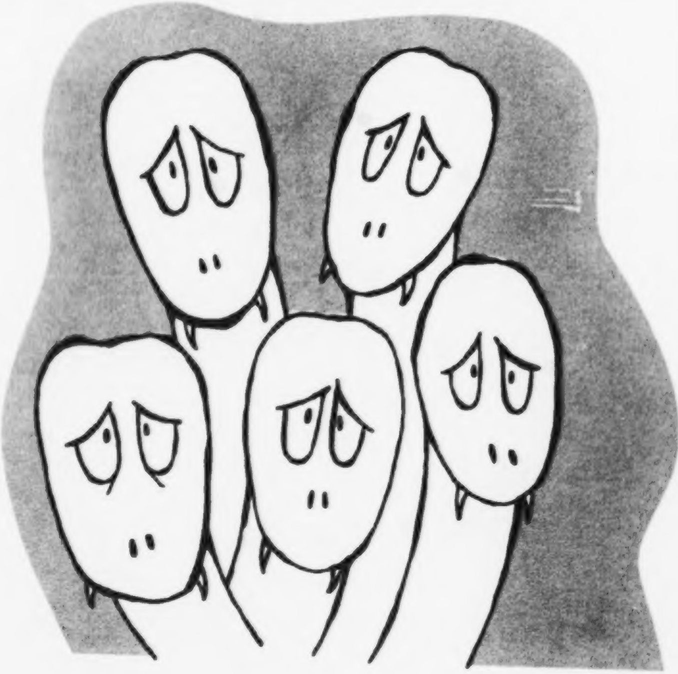


So she merely bowed politely before Makanda Mahlanu and said, "Husband-to-be, I am here."

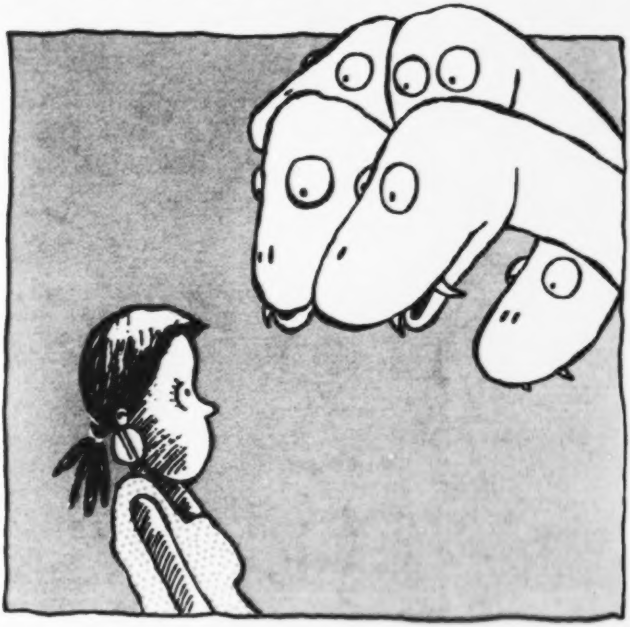
"You do not fear me?"

The snake's voice was cool as water, but sad, so sad! Zanyana looked up and, *wau,* his eyes were sad, too! But there was a hint of hope and a shining of such kindness in them that her heart sang with surprise. "Oh no," Zanyana said softly, "I don't fear you. I—I pity you."

"How can you pity me? I am so ugly!"



"Maybe the outer Makanda Mahlanu is a monster. But I think that the inner Makanda Mahlanu is not ugly at all."



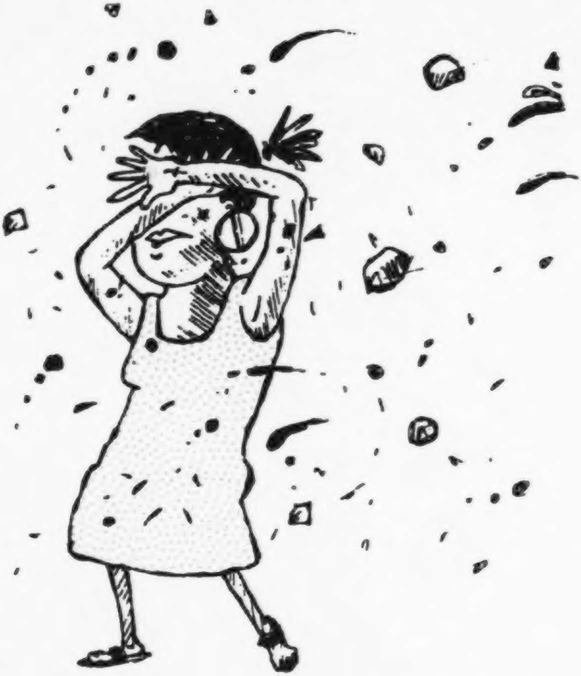
The snake reared up his five terrible heads before her. "Could you like him?"

"Yes, I think I could."

"Could you...love him?"

Love a monstrous snake? Zanyana fought not to shiver. But his eyes were still so very sad, as though he expected her to run away in terror, just like Zikazi. Why, how lonely he must be! How could she ever be cruel enough to run away from this poor, unhappy being?

"Yes," Zanyana said firmly. "I could love him."



Makanda Mahlanu gave a great cry. His snake-form shook and shook till the walls of the hut cracked and nearly fell. Zanyana covered her eyes to protect them from the bits of flying mud and straw. But when she looked up again—the terrible five-headed snake was gone. In his place stood a tall, young man, so handsome and warm of eye that Zanyana's heart sang anew.

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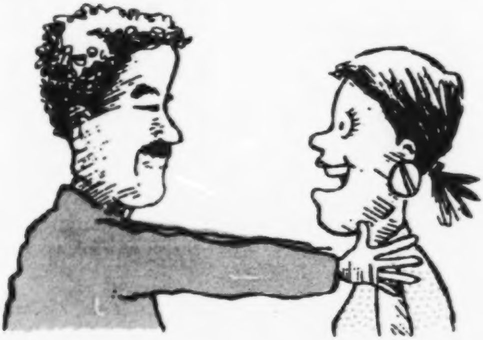
"I am Makanda Mahlanu," he said, and his voice was no longer sad. "Once I chased an evil wizard away from my people. In his anger, he cast a spell upon me: I should be a monstrous snake till the day someone should dare to love me. You've broken the spell, Zanyana! By your bravery and kindness, you have freed me." He laughed for joy. "You said you could love me when I wore a monster's shape. Can you love me now, my brave Zanyana? Will you be my wife?"

"I will," Zanyana said happily, "oh, I will, indeed!" So it was. And they lived together in peace and joy.



Things to do after reading the story

How do you think Zikzai might have changed after she found out what happened to her sister, Zanyana?

We hope you have had fun with these stories!

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HA HA HA
HA...OW!...
HA HA HA--
OW!...HA HA

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This booklet has a companion audio tape on "Stretching Young Minds in the Summertime." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.

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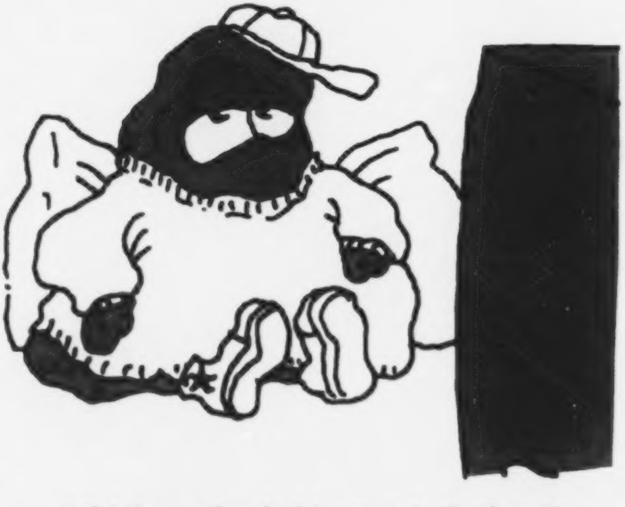
Getting Started

Welcome to this month's issue of *Parents and Children Together*. We encourage you to use some of the activities, books, and suggestions to have fun with your children and to help them learn during the summer.

On Side B of the tape and in the second half of the booklet, there are three read-along stories. We encourage you to listen to these stories and to read them with your children so you can share in the excitement of story reading. Of course, your child can listen to the stories alone, if you wish.

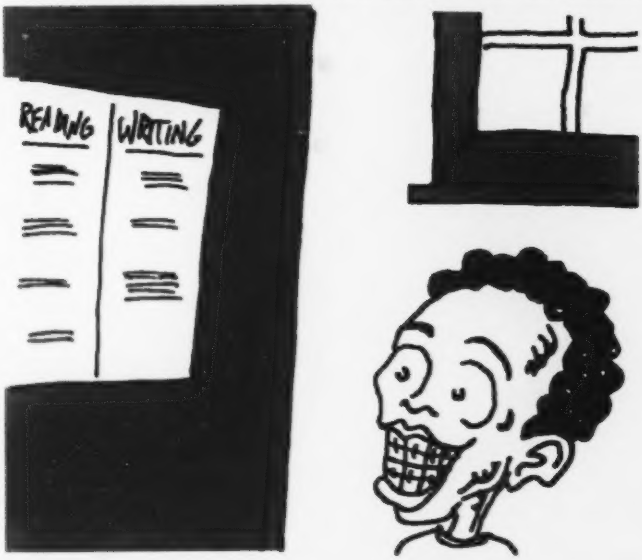
Summertime Fun and Reading

The summer poses several problems for us parents. We want our children to have a chance to relax from the daily assignments of school, but we also want them to do something more productive than sitting like a blob in front of the television.



I think we also feel instinctively that if our children don't keep using their reading and writing skills, they will fall behind the next year. So it makes sense for us to plan ways to combine fun and learning.

This summer let's lay out a brief plan that includes playing, reading, and writing. Just by having an outline of a plan for your child will give you both a sense of direction for the entire summer. Perhaps you could sit down together and discuss playing as a way of learning, reading as a way of growing, and writing as a way of communicating. You might even take a sheet of paper and divide it into three columns. At the top of the first column write "playing;" the second, "reading;" the third, "writing." Then you could write some of the things you and your child might do during the summer months. You may want to post that sheet on a message board or on the refigerator as a daily reminder of some of the things that you talked about. That way your child has a sense of what he or she can do with a minimum of supervision.

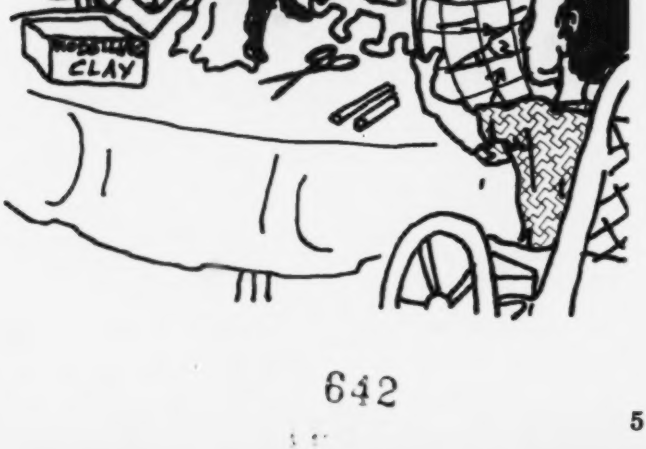


Play to Learn

Learning how to play with other children is as important as learning how to read or write. Summer—with its relaxed pace and greater opportunities for recreation—is the ideal time to learn social play. You might enroll your child in some short-term activity, such as a puppetry workshop or a swim class or a computer class if he shows an interest. Sometimes organized recreation programs are provided by school districts or other organizations, such as a park district or church. All children need to be with other children about their own age.

The ancient Greeks encouraged sports because they thought a healthy body promoted a healthy mind. For most children sports are fun and they help keep them fit. Sports also provide many learning opportunities. Your child can begin learning basic rules of the game she's playing. She will also learn to wait her turn and how to be a good sport. It's nice to win, but that should not be the focus of your summer sports plan.

Arts and crafts help children learn how to use simple hand tools, how to concentrate on a task, and how to complete a project. They also improve eye-hand coordination and finger dexterity. Making models, following directions, problem solving, and thinking logically are all important skills that will help your child in school.



When you work with your child on a project, do not criticize your child's unskilled efforts. Instead, praise your child's efforts and improvement and he will continue trying. Who knows, your child's interest in a summer project may develop into an enjoyable hobby.

Nature walks, visits to the beach or park, or trips to new and interesting places usually fascinate children. Just noticing the different shapes and colors of leaves, or discovering woodland sounds can provide stimulation and pleasure that even we adults sometimes forget. But for children, hearing and seeing these things for the first time can be a source of wonder and open new avenues for their fertile imaginations.

Read to Grow

Often in school teachers emphasize reading as a means to learn—as it certainly is. But during the summer, use reading as a way to grow, a way to expand interests, a way to stir the imagination.

If you wish to encourage your child to read, let her read books of her own choice at her reading level. This will emphasize that reading can be fun for her. Perhaps there is a story hour at the library in which your child might be interested. Ask the librarian to help your child find interesting books. Start a chart and mark down the titles of every book your daughter has read or listened to during the summer. You might want to give her an award or a treat when she completes a book. Comic books or joke books or word-finding magazines are good supplements, so take your daughter to the local book store to find books to play with and to write in.

One of the best ways to encourage your children to like reading is to read out loud to them. Keep these reading periods short, however, and stop before their interest falls so they will look forward to more. Bedtime is a good time to read together. Maybe you can borrow "talking books" (audio cassettes) from the library. Listening to the story on tape while looking at the book sharpens listening skills, which prepare your children for listening attentively at school.

You can use TV or the VCR to encourage your child's interest in books. Perhaps your child enjoys watching TV programs such as "Little House on the Prairie," or "Reading Rainbow," or other programs for young viewers. Renting tapes of such films as "The Wizard of Oz," "The Black Stallion," or "Swiss Family Robinson," for example, are all good introductions to books, especially if you can watch them as a family. After seeing the film you may suggest reading the story.

When your child asks "Why?" or "How come?" use the question as a way to find the answer in books. Even simple requests for snacks can be turned into a reading activity if you read the recipes together. The instructions for making popcorn, pancakes, or jello are good examples. Let your child help in the kitchen and practice reading at the same time.

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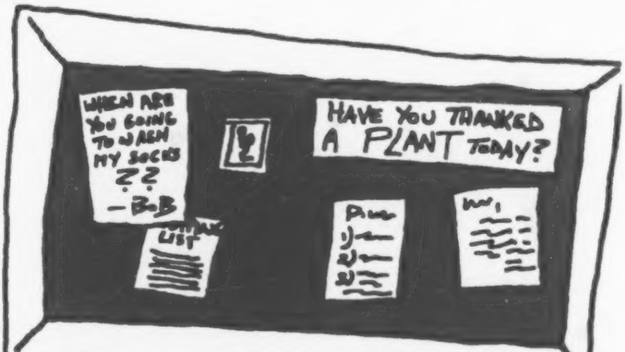
Write to Communicate

Over the summer months many children lose ground in their reading and writing skills. In other words, they forget how to spell some words and how to write clear sentences. Why? Because language skills require constant practice to keep them sharp, just as skills in sports do. That doesn't mean parents have to conduct spelling lessons during the summer; quite the opposite. Parents should emphasize communication, that is, simple writing to get across a message. If they write a couple of short messages each week, their skills will stay sharp and they can keep growing.

You can set an example by writing short notes to your child. Why not have a message board where all members of the family can pin notes? Whether they are directions for starting dinner or happy thoughts about your day or good wishes for someone in the family, these messages make it clear that writing is communicating. It is a natural way to show your love or to keep your household moving.


WHEN ARE YOU GOING TO WASH MY SOCKS ?? —BOB
LIST
HAVE YOU THANKED A PLANT TODAY?
1)
2)
3)

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There are, of course, many other ways that you can encourage your children to write during the summer. Crossword puzzles and games are available for children of various reading abilities.

Be sure the games are not too hard. Examples of games that involve reading and spelling include Junior Scrabble, Trivial Pursuit–Young Player Edition, Wheel of Fortune, Boggle, and Word Yahtzee. It's fun to discover your own favorites.

Making your own books at home can be fun and can give your child a chance to be clever or to display her work. Choose a topic that interests your daughter and help her make her own story. Help her cut out pictures or clip newspaper or magazine cartoons that she can use for illustrations. Keep a log of any vacations or day trips or outings you take this summer. Paste snapshots of the event in a scrapbook, along with a short paragraph describing the event. Your child can read and reread these books to remember happy family times, and she is the one who "wrote the book."

In sum, doing things with your child is a gift. As you read, as you write, as you discuss, you can help create an opportunity for a better tomorrow. So enjoy your summer, while helping your child learn and grow.

Questions from Parents

Parents need answers to questions during the summer when educators are not readily available. We would like to answer a few of the more frequent questions parents ask.

My daughter is going to summer school. Her teacher has encouraged us to continue doing reading activities at home with her. We don't want her to fall behind in her reading skills over the summer, but we do not want to overload her either. What can we do to make summer reading enjoyable and beneficial for all of us?

Aside from providing your child with appropriate books—picture books, magazines, even comics—make sure you do some reading yourself. Children imitate what they see and hear, so set aside time when your daughter can read or look at picture books side by side with you. And take time to read aloud a book she has chosen.

Perhaps you can help your child fill out a magazine subscription geared to her interests and reading ability. Your local librarian or your child's teacher should be able to make some suggestions. Remember that all children love to receive mail and your child will gain much pleasure when her own magazine or children's book-of-the-month selection arrives addressed to her.

Take your child to the library—don't send her! This is one place you can enjoy with your child. Why not initiate a weekly or biweekly visit to the library as part of your family's summer activities? Looking for books together should be an enjoyable activity for you and your child. Make it fun for both of you. Guide your daughter, but respect her choices, too.

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We are overwhelmed during the school year with homework, the push from teachers to read at home, and all the other demands of school. I think my children need a break! Why is it so important that my children read during the summer?

A recent study revealed that children may lose as much as a year in reading skills during the summer when they don't have regular practice and reinforcement. And guess what? Children who live within walking distance of a public library are more likely to maintain their skills than those who live further away. The single most significant activity in developing into a successful reader is time and opportunity to read voluntarily and regularly. The number of books children read during the summer is not as important as how often they read.

PUBLIC LIBRARY

All of this adds up to quite a challenge for you. Perhaps it will help to see reading and learning in a different light. Summer reading should not be an assignment; it should be reading that you and your children personally choose. Summer reading has no deadlines and no time limits. It should be enjoyable and relaxing for the whole family.

If you have questions you want answered, please write to us and we will try to answer them for you. You may find your question in another issue of *Parents and Children Together.*

Write to:

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* * *

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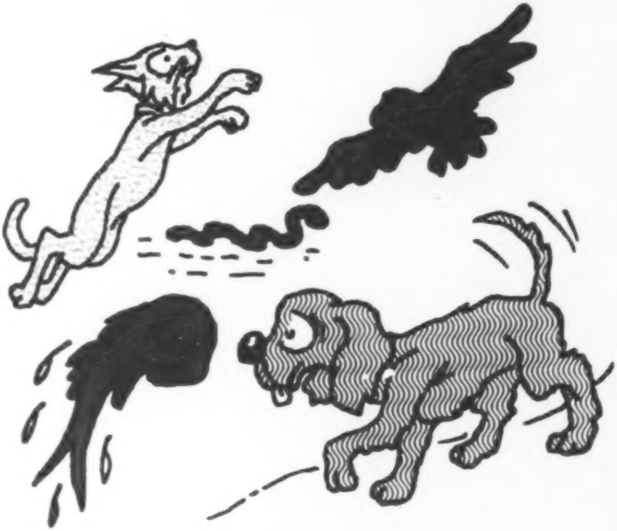
Activities to Enjoy in Summer

The closing of school for summer recess usually brings mingled feelings of relief and dismay to families. On the one hand, parents are freed from hectic school-year schedules while, on the other, they find themselves faced with managing their children's free time. By encouraging activities that promote learning, you can create a home environment where your children can invent and discover through reading and writing, for example, through cooking, gardening, creative projects, and various hobbies.

Remember that your children learn when you encourage them and give them opportunities to learn. They need time to explore on their own, but they also need your guidance and help. Here are a couple of examples:

Do You See What I See?

- Take a walk outside with your child and look for different kinds of animals. Watch the animals, closely, and talk about the way they move around. Compare their movements. Dogs and cats run or walk with their legs, birds fly, fish swim, frogs hop, snails slide, and worms crawl.



Friendly Reading

- To help your child keep up with his reading skills, ask him to do you a favor and read to a younger child in the family. This will entertain the younger child, and give the reader a chance to read without worrying about performance or judgment.

Vacation Fun

- If your family is planning a vacation, be sure to include a trip to a museum, art gallery, or historical landmark, as part of your sight-seeing.

Campbell's
TOMATO

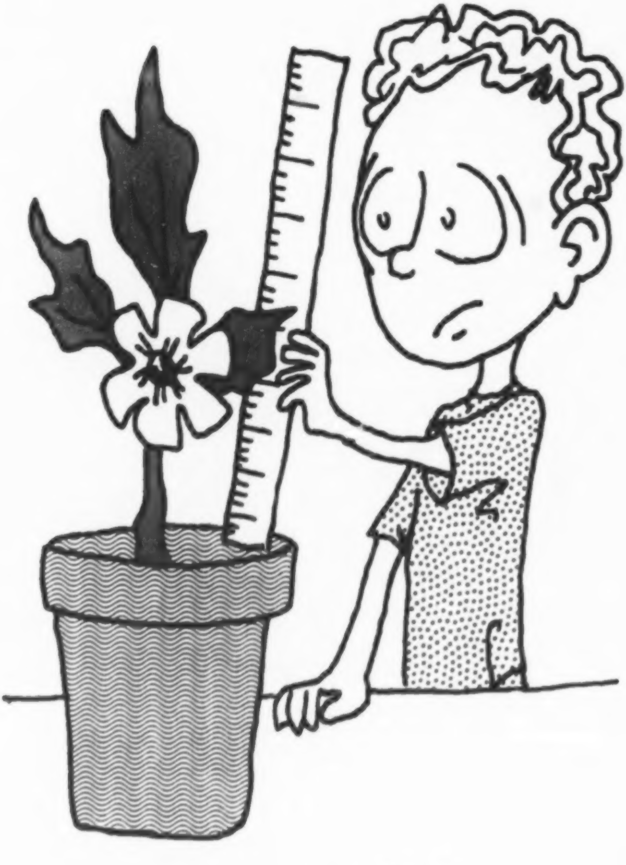
Try to select a place which your child will find interesting. Encourage your child to send postcards to friends back home with a brief description of what they are seeing. Don't forget to take along tapes with companion books to listen to while traveling in the car.

Movie Day!

- Select a movie or video title that is available in book form. (Ask at the public library for titles.) Then compare the book to the video. Make it a special occasion by having a "movie night" complete with popcorn, M & M's, or other treats. Your child might like to invite a friend who has also read the book. They can discuss the differences between the book and the movie.

Hit the Dirt

- Help your child become a gardener. If you do not have a yard, try planting some seeds in a clay flowerpot. Help your child water, measure, and chart the growth of the plant. You may want to get a book from the library to answer questions about seeds and plants.



Books for Parents and Children

On pages 22 to 28, you will find a list of magazines and books for parents and children. We have included lots of books that will give you ideas for summer activities.

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At the beginning of this issue, we mentioned that Side B of this tape contains three stories that are designed to be read-along stories. You may read the story yourself while your child follows along, or you both may read while you listen to the tape recording. Use the tape recording as a model for your reading aloud to your child. You may want to take some time to look ahead at these stories before you read with your child. Then turn on a tape recorder so that your child can listen and read along. But keep in mind that it is important to talk about the story ahead of time.

Before reading the story, talk about the title or the things that might happen in the story. Then, after the story is finished, talk about it again. By the way, it's okay to stop the tape to answer your child's questions, to talk about something funny or exciting that happens in the story, or to discuss the story by asking questions, like "How long can a person stay underwater?" or "How do you dye from berries?" These discussions help make reading come alive and create an interaction between you and your child.

When you and your child are ready, press fast forward. Then turn the tape to Side B and listen to the stories as you read along together. If you prefer, you may read the stories aloud while your child reads along in the booklet.

Books for Parents

Special Times for Parents & Kids Together, by Lisa Lyons Durkin. Provides creative ideas for projects, activities, and outings for the family to share. Includes special sections on how to choose childcare and evaluate summer day camps.

For Reading Out Loud! by Margaret Mary Kimmel and Elizabeth Segel. Covers topics related to reading aloud, such as; benefits to reading aloud to school age children, how to read aloud effectively, making time to read aloud, and the question "why read aloud?" Includes over 300 read aloud-titles. Entries list subject, age level, time requirements for sessions, and suggested stopping points.

Free to Be You and Me, by Marlo Thomas. A varied collection of stories, poems, and songs which suggests that children and adults have choices in determining what kind of individual they become and what they do with their lives. Contains themes relating to friendship, cooperation, independence, mutual respect, and dignity.

101 Things to Do to Develop Your Child's Gifts and Talents: Volume Two for Children Ages 6-9, by Susan Amerikaner. Full of games, puzzles, and brainteasers to help teach sequencing, inference, and deductive reasoning. Gives several science experiments that can be performed with household items.

Books to Read Together

Ages 4-6

Animals Should Definitely Not Wear Clothing, by Judi Barrett. Large print and humorous illustrations convey reasons why animals should not wear clothing. Includes a giraffe, kangaroo, hen, pig, sheep, and porcupine.

Hairy Maclary from Donaldson's Dairy, by Lynley Dodd. Follow this little black dog and his pals on their walk to the far end of town. Children enjoy repeating the phrase "Hairy Maclary from Donaldson's Dairy" throughout the story.

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I Unpacked My Grandmother's Trunk, by Susan Ramsay Hoguet. A popular word game made in book form. Explore the alphabet one letter at a time by watching the variety of objects that spring from this trunk.

Ages 6-8

A Little Pigeon Toad, by Fred Gwynne (Simon and Schuster). Shows the funny pictures a child might imagine when hearing words and phrases that have double meanings. For example, "dogs that heal," "trees have knots," "three feet in a yard," and "pitched a tent."

Freckle Juice, by Judy Blume. Andrew longs to have freckles like Nicky. Sharon convinces Andrew to buy her secret recipe for freckles, then the unexpected happens. Miss Kelly comes to the rescue and gives Andrew a magic freckle remover.

Anno's Journey, by Mitsumasa Anno. Travel through northern Europe by picture. Illustrations depict children and adults, working and playing in cities, towns, farms, and villages. In the back of the book is a list of objects to hunt for while enjoying the scenes.

Ages 8-10

Sarah, Plain and Tall, by Patricia MacLachlan. Sarah leaves her family and the sea to make a new life on the prairie with the Witting family. The children love her, but fear she will not stay.

The Missing Piece Meets the Big O, by Shel Silverstein. The missing piece is waiting for someone to come along and take it somewhere. The big O comes along and helps the missing piece to see it can roll alone.

Grandaddy's Place, by Helen V. Griffith. Janetta and her mother visit Grandaddy on his farm. As Janetta becomes more familiar with her surroundings and its occupants she begins to enjoy her adventure.

Books for Your Children to Read by Themselves

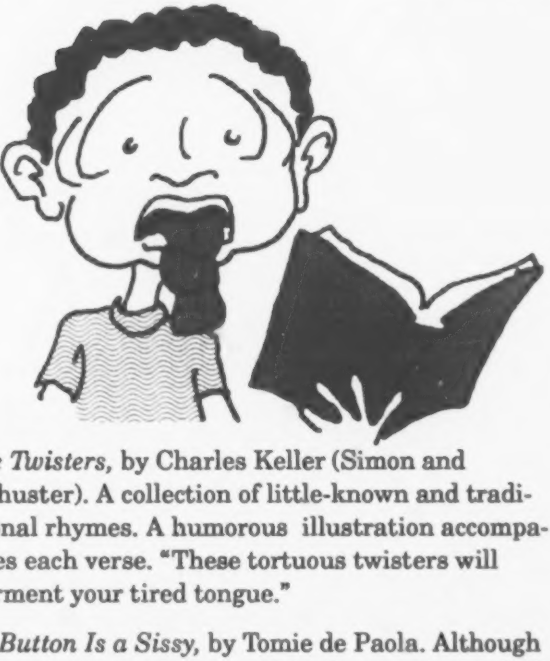
Ages 4-6

Hiccup, by Mercer Mayer. Shows the funny things a hippo does to help his date get rid of her hiccups. She does not appreciate his suggestions, but enjoys using his ideas to help him get rid of his hiccups.

The Bike Lesson, by Stan and Jan Berenstain. Papa Bear gives Small Bear lessons in bike riding. He includes safety tips and advise for biking on the road. Small Bear learns to ride, even though Papa has a few problems riding during the lessons.

Tallyho, Pinkerton! by Steven Kellogg. Pinkerton, the Great Dane, goes for a ride in a hot air balloon, by himself. He enjoys the ride with a little scarlet bird, until he accidently crashes Dr. Kibble's fox hunting class.

Ages 6-8



Tongue Twisters, by Charles Keller (Simon and Schuster). A collection of little-known and traditional rhymes. A humorous illustration accompanies each verse. "These tortuous twisters will torment your tired tongue."

Oliver Button Is a Sissy, by Tomie de Paola. Although Oliver's classmates taunt him for not playing ball, he continues to do what he enjoys, dancing. Then at last they discover and appreciate Oliver's talent.

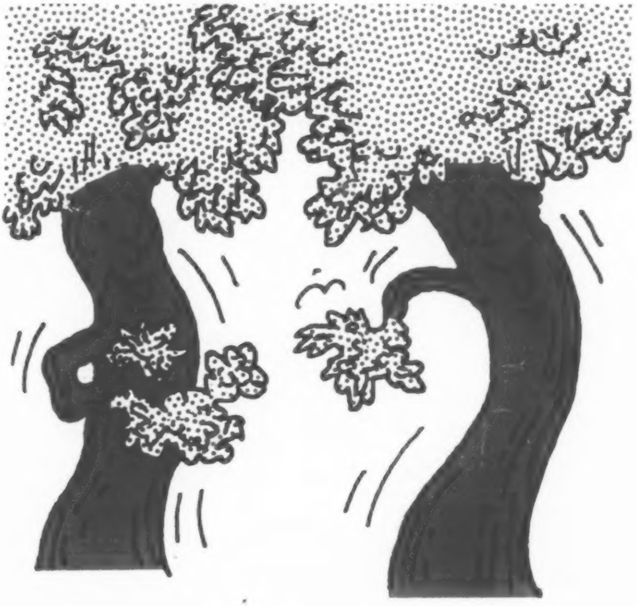
Perfect the Pig, by Susan Jeschke. A wicked man "pignaps" Perfect and makes him perform for money. Olive comes to Perfect's rescue, just in time to save his life.

Ages 8-10

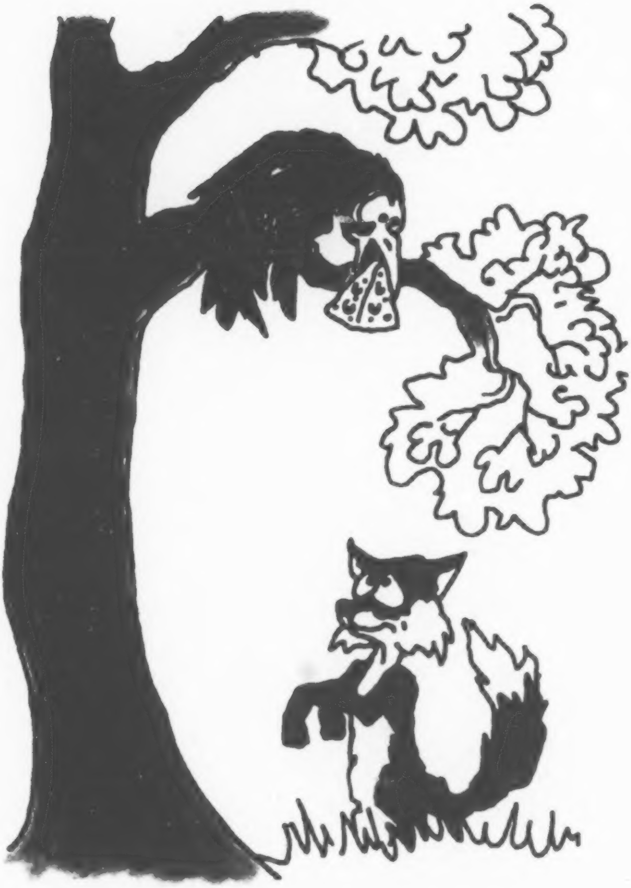
Out to Lunch, by Peter and Connie Roop (Lerner). An assortment of jokes about food, cooking, and eating. A Reading Rainbow Book.

Arthur Goes to Camp, by Marc Brown. Arthur is not having fun at Camp Meadowcroak. While he is trying to find his way home all by himself, he accidently comes up with the last item to win the scavenger hunt and be the hero of camp.

When the Sky Is Like Lace, by Elinor Lander Horwitz. Learn how to prepare for a "bimulous" night, when the sky is like lace, otters sing, snails sulk, and trees dance. Discover which to foods to eat, what color to wear, and to whom you should talk.



Read-along Stories



The Fox and the Crow

Retold by Nathan Michaels

Things to do before reading the story

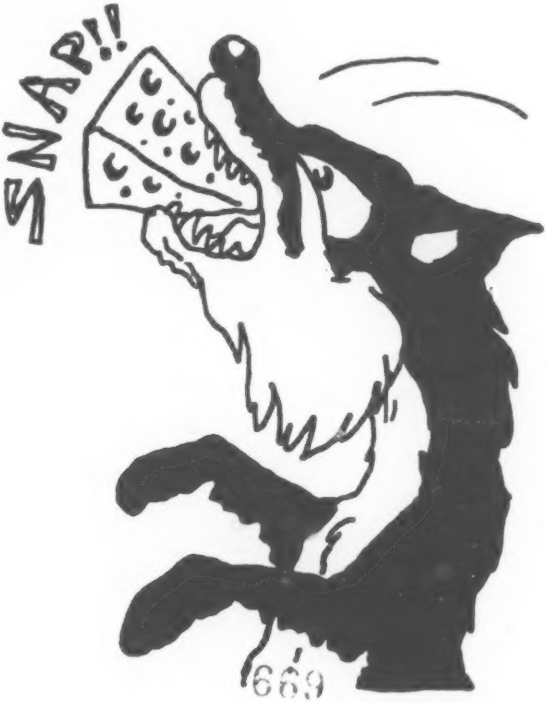
What do crows look like? What sort of sounds do crows make? Where do foxes live? What do they eat? As you read the story, think about what you know about these animals and if it matches what happens in the story.

One fine summer evening, just about supper time, the Fox was wandering through the forest looking for something to fill his growling stomach. He had not found any lunch that day, so he was very eager to find a bite to eat. He was so eager, that when he came upon a big black Crow in a tree who had a big chunk of cheese in her beak, he could think of nothing but how much he wanted that cheese.

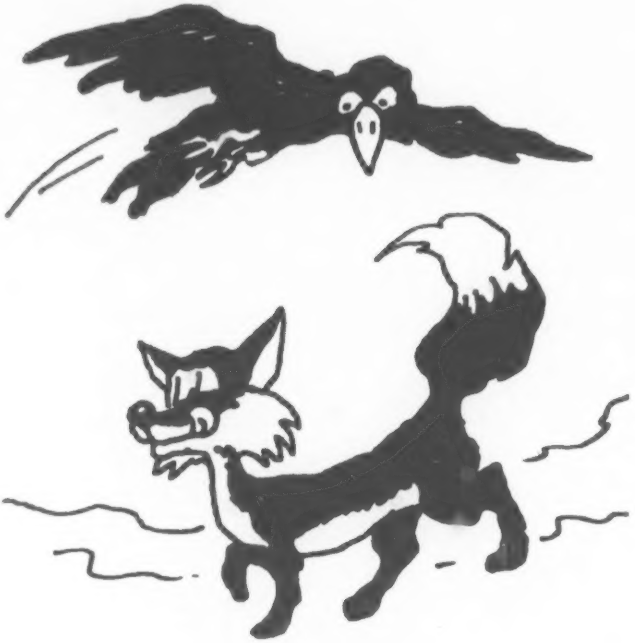
The Fox began to think about how he might get the cheese. In a flash he said to the Crow, "What a beautiful creature you are! Your black smooth feathers shine oh so pretty in the light. A finer form I cannot remember seeing."

The Crow cocked her head and appeared to be a bit distrustful of the Fox. The Fox quickly declared, "I can only imagine that your voice is clear and sweet, and that the song you sing is delightful. I will always treasure the moment I first heard such a wonderful sound."

The Crow lost all her doubts upon hearing these flattering words. She puffed up her chest and began to shout her loudest caw in thanks. This made the cheese fall to the ground. The Fox, of course, snapped it out of the air and gulped it down.

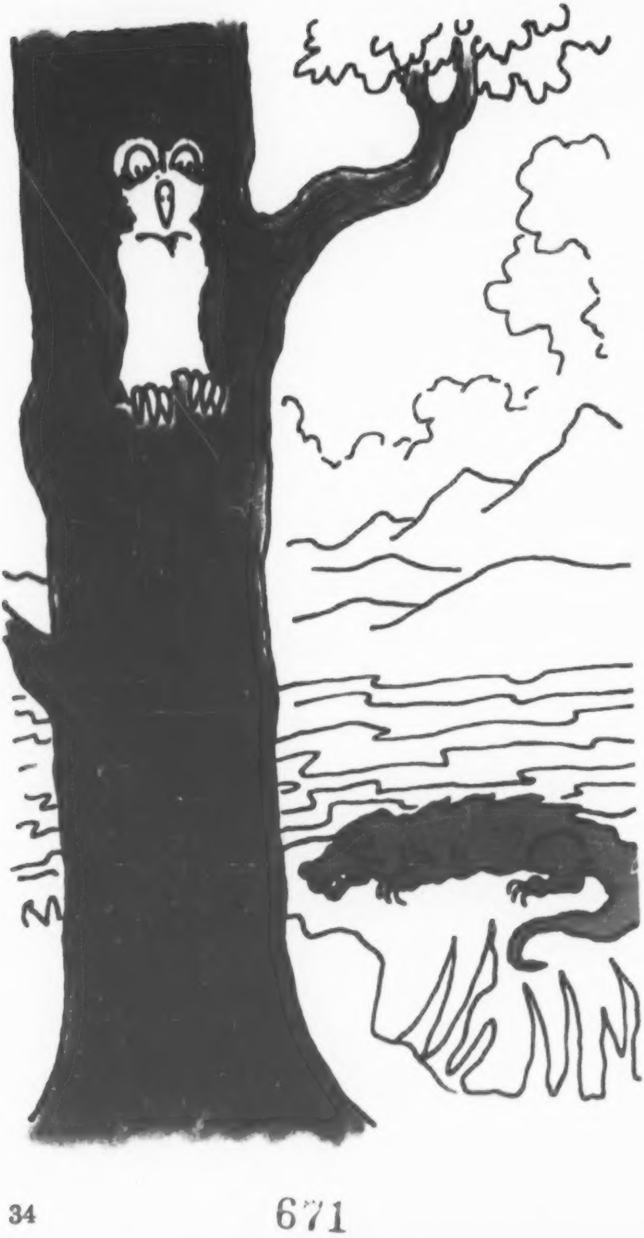


The Fox smiled, then said, "Thank you so much, my dear Crow," as he turned and walked away.



Things to do after reading the story

Why did the Fox tell the Crow about the beautiful song she sings? Was it true? When someone says something very nice about you that isn't true, that's called flattery. Have you ever been flattered by someone? How did you respond? What might you say if it happened again?



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Waldo and the Fiery Red Dragon

by May R. Kinsolving

Things to Do before Reading the Story

Have you ever seen a dragon? Do they exist or are they make believe? Talk about what you think a dragon looks like.

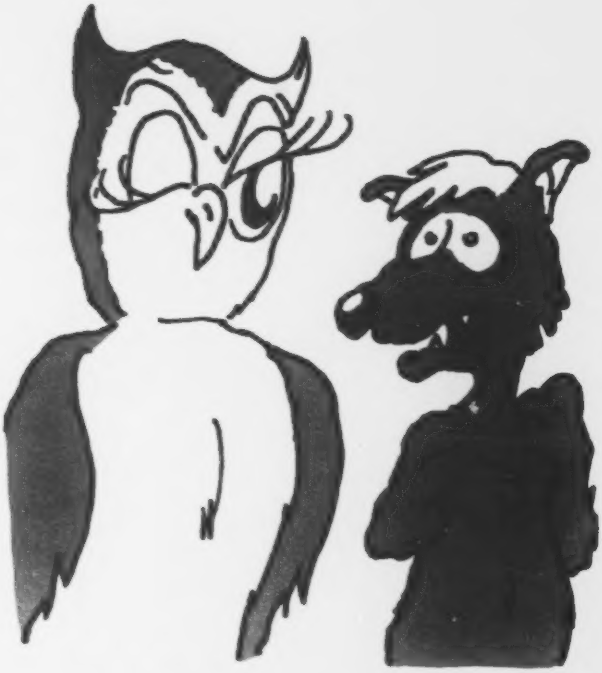
It was a sunny day. Waldo Wolf was taking a walk in the forest.

He saw Mrs. Owl dozing in a maple tree. He saw Alvin Alligator snoozing on a river bank. He heard Sammy Snail snoring under a berry bush.

"It's too peaceful and quiet around here," Waldo thought. "I would like a bit of excitement."

Waldo scratched his chin. "By golly, I know what I'll do," he decided. "I'll tell everyone that there's a fiery red dragon in the forest. Then there will be lots of jumping and running and hollering. What wonderful excitement!"

Waldo galloped to the maple tree where Mrs. Owl was dozing.



"Good morning, Mrs. Owl," Waldo said, bowing politely. "There's a dragon in the forest. A fiery red dragon."

"Who? Who?" hooted Mrs. Owl, opening one eye.

"A fiery red dragon, ten feet tall."

"What nonsense," said Mrs. Owl, and she went back to sleep.

Waldo galloped down to the river bank where Alvin Alligator was snoozing.

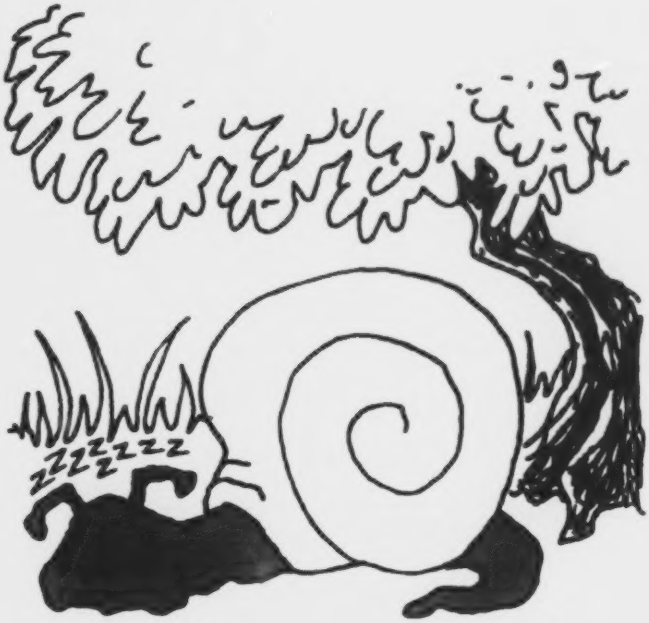
"Good morning, Alvin," Waldo said excitedly. "There's a dragon in the forest. A fiery red dragon."

"How's that?" Alvin groaned between two wide yawns.

"A fiery red dragon, ten feet tall. He's here in the forest."

"Tommyrot," said Alvin, and he went back to sleep.

Waldo galloped to the berry bush where Sammy Snail was snoring.

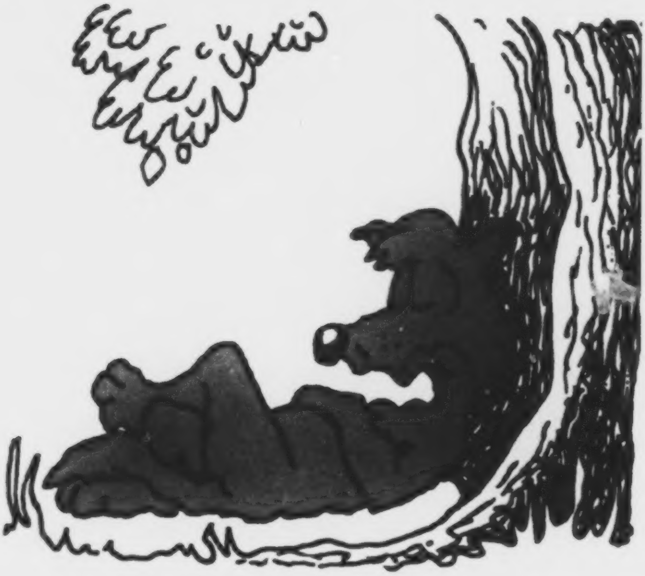


"Wake up, Sammy," Waldo shouted.

"Zzz," snored Sammy.

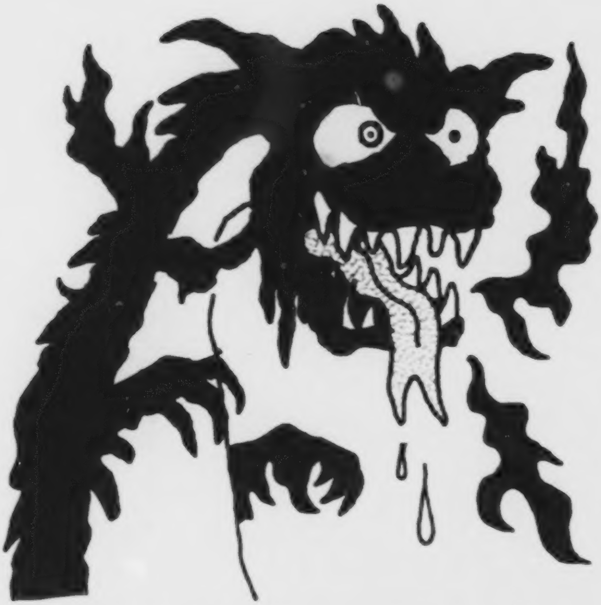
"Fiddlesticks," Waldo thought. "Nobody believes me."

He stretched out under a tree and closed his eyes.



A short while later Waldo heard someone clomping down the path and singing in a very scratchy voice:

Oh, a fiery red dragon am I.
When you see me, to life say Good-bye;
For I eat whom I please
With potatoes and peas.
A fiery red dragon am I.



Waldo opened his eyes. Yipes! A fiery red dragon, ten feet tall, was coming straight toward him.

"Greetings, Waldo," the dragon hissed.

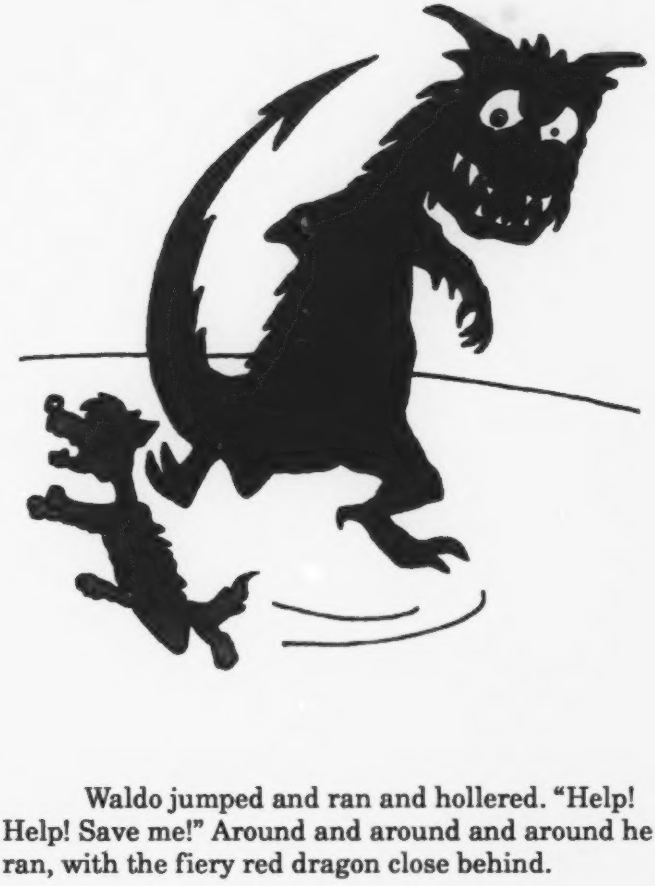
"G-greetings to you," Waldo replied. "W-what can I do for you?"

"Well," said the dragon as he sat down beside Waldo, "I have an annoying problem. You see, nobody believes in dragons anymore, so there's nobody for me to scare. It would be such fun to scare someone again." The dragon gave a deep sigh, which made fiery red flames curl around his fiery red head.

"I believe in you," said Waldo, trembling.

"You do?" hissed the dragon. "Oh, goody. Then I can scare you."

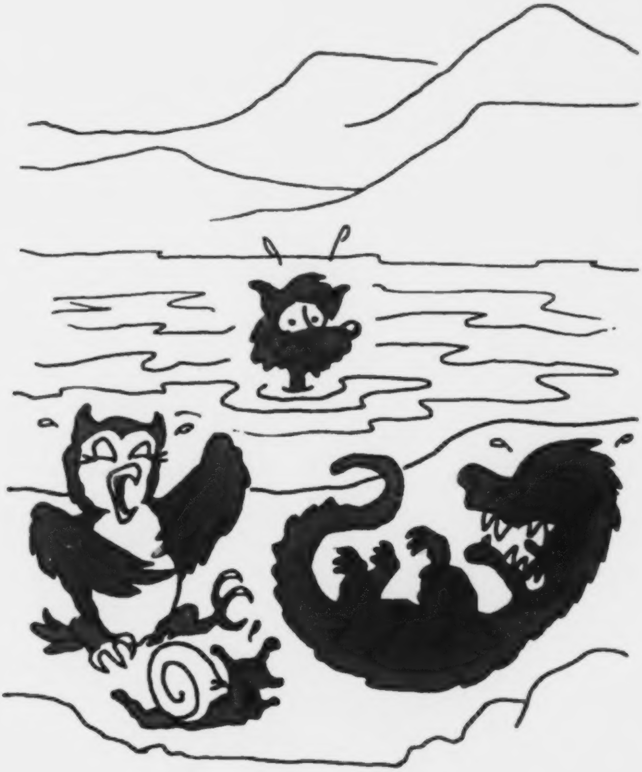
The dragon blew a fiery red flame within an inch of Waldo's nose.

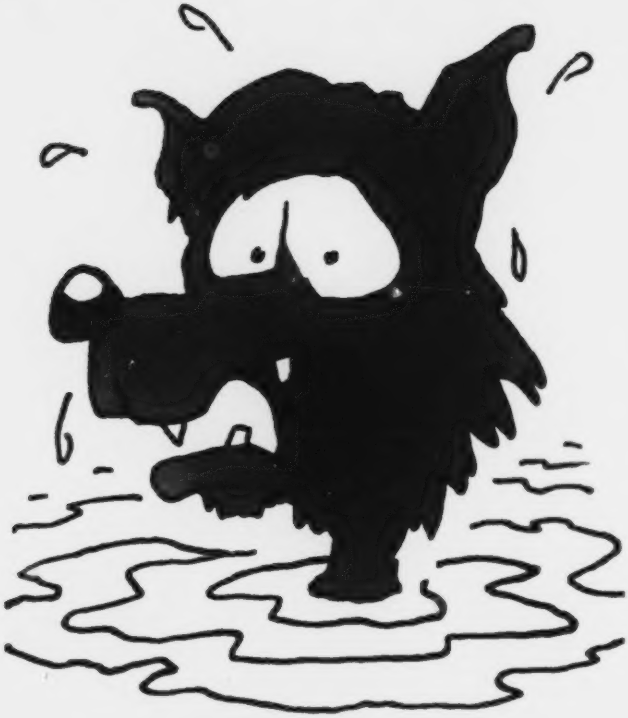


Waldo jumped and ran and hollered. "Help! Help! Save me!" Around and around and around he ran, with the fiery red dragon close behind.

Finally Waldo dived into the river head first, just to get away from the dragon. He stayed under the water for a long time. Then he came up for air.

He looked down the river and up the river and across the river and back toward the forest. The fiery red dragon was gone. But Mrs. Owl and Alvin Alligator and Sammy Snail were all standing at the water's edge. They were laughing so hard that tears were rolling down their cheeks.





“Whatever made you run around and around like that?” Mrs. Owl asked Waldo.

“And what made you dive into the river?” Alvin asked.

“Yes, what?” Sammy squeaked.

“You mean to say you didn’t see that fiery red dragon?” Waldo demanded.

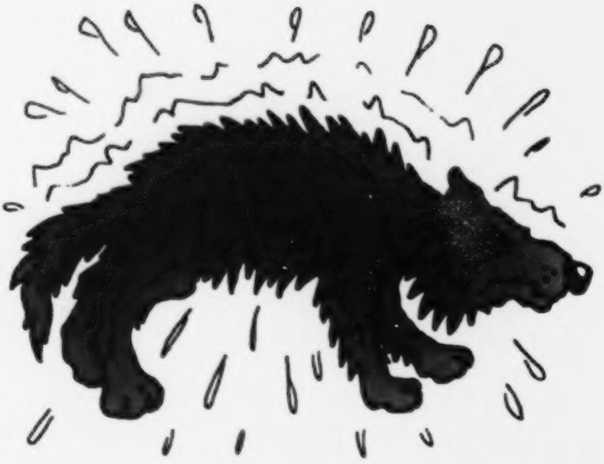
“There was no fiery red dragon,” Mrs. Owl hooted. “Not even a pale pink one.”

"You must have been having a bad dream," Alvin groaned.

"Very bad indeed," Sammy squeaked.

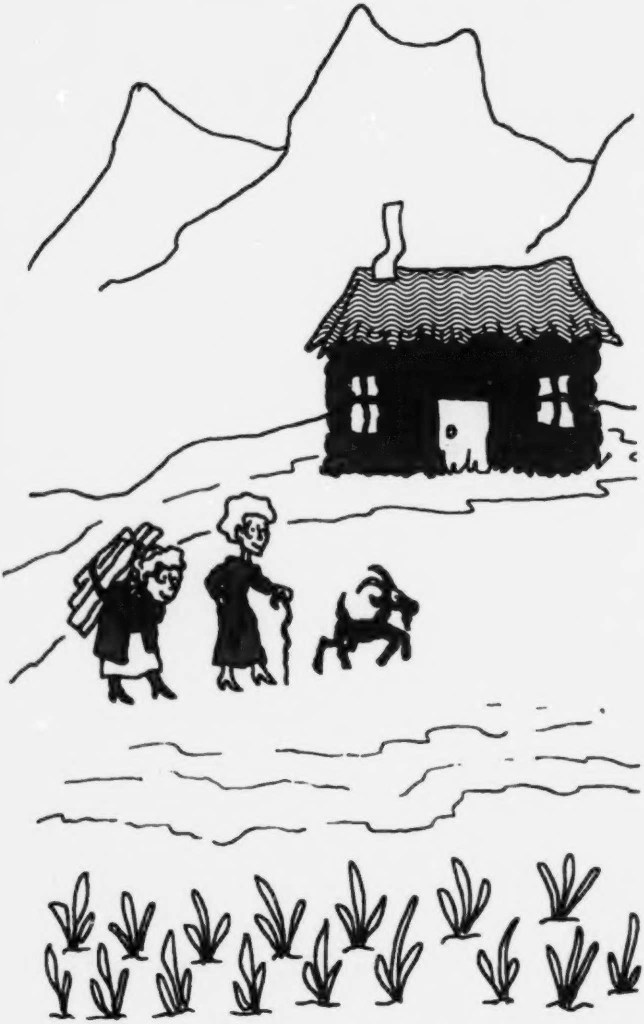
And they all held their sides and rolled on the ground laughing.

Waldo climbed out of the water and shook himself dry. "I wish you would all quiet down," he grumbled. "I've had enough excitement for one day. Now I'd like some peace and quiet."



Things to Do after Reading the Story

Waldo's dream seemed so real that he jumped into the river. Talk about a dream you can remember having. How did you decide if your dream really happened or not? Draw a picture from your dream.



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Strawberry Pink Yarn

by Theo Elizabeth Gilchrist

Things to Do before Reading the Story

In this story, one of the characters tries to use tricks to fool two unusual ladies and steal their gold. Talk about a time when someone tried to trick you in order to get something. How did you feel about it? What did you do afterward?

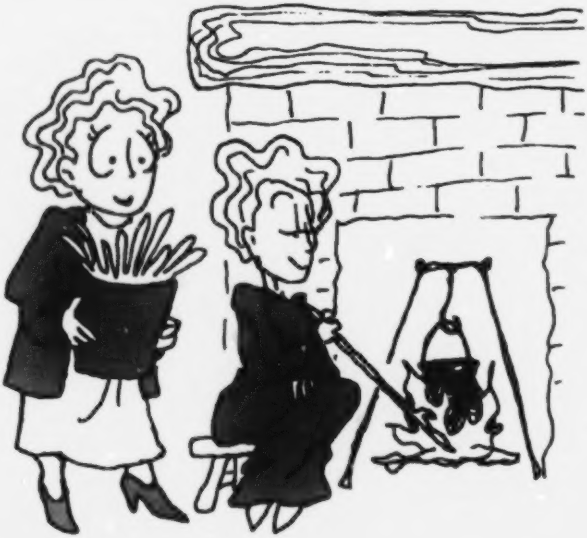
There were three of them in that mountain cabin home. Two tiny ladies, Betts and Em, with skin like pine bark. Hair white as mountain snow. Eyes blue as the streams. The third was Gabrielle, their frisky black goat. She gave them milk and friendship.

Betts toted the wood and water. Em puttered with fire and food. A small garden grew beets and onions, greens and potatoes.

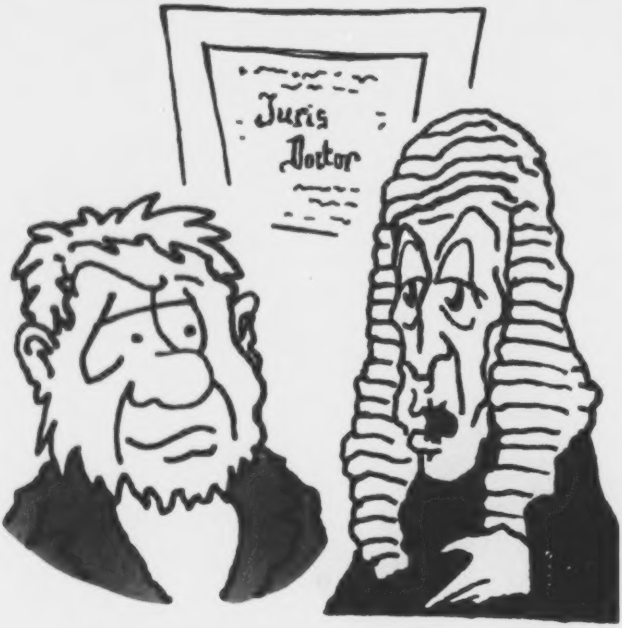
In early summer they followed the mountain sheep. Em, with stiff legs but sharp eyes, could spot from far off the clumps of wool shed by the sheep and caught in the thorns and bushes.

Betts, with nimble legs, ran over the slopes gathering up the wads and fibers by the sackful. Em washed the wool, combed it, and spun it into yarn—yards and yards of yarn.

With her special vision Em saw colors. She saw the blossoms, the roots, the bark, and the berries she knew could make dyes for the yarn. Betts spent the best of her time exploring the crevices, poking in potholes, digging in the bends of streams and the river looking for stray nuggets of gold. At the same time, she fetched the plants and berries Em wanted. In a big wooden tub, Em steeped and stirred, steeped and stirred, until the color was right for the yarn.

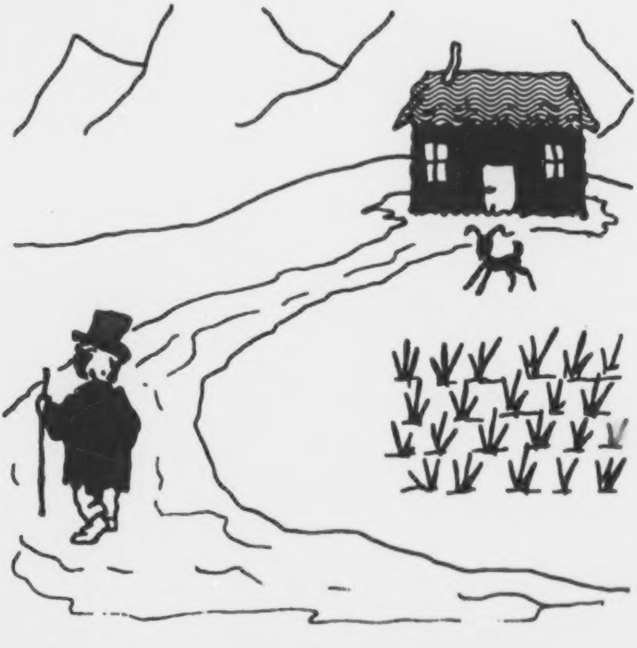


Gabrielle nibbled greens and gave milk. They had no other needs. They were happy.



Until one day, far below in the green valley, the old judge shook his gray head. "Only the mountains, the river, and the boarded-up mine be older than Em and Betts," he said to the stranger. "Sisters they say. Been living up there in that cabin beyond anyone's memory." He paused. "Why, stranger? You kin or something?"

The heavy stranger muttered. "Good old Em and Betts." His flabby hand tightened its hold on his walking stick. "Kin is what I am. I'm aiming to make a call." He turned and spat and stumbled up the path.



"Ha," he mumbled. "Two old hags. Right in the shadow of the Long-Ago Mine. Alone. I know they're hoarding gold. I know I'm getting my share. After all, ain't we kin?" His glinty eyes sought out the white curl of smoke marking the cabin.

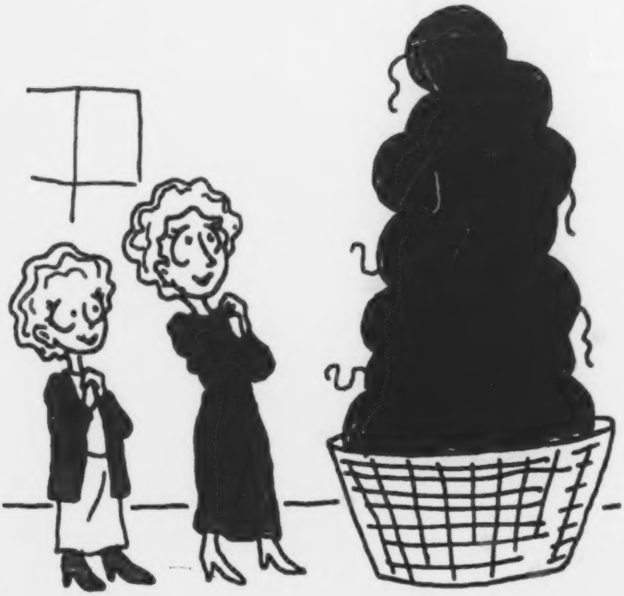
Betts was helping Em wind the yarn into a huge ball.

"Wild strawberry pink! This is the biggest and prettiest yet, Betts."

"Heaviest, too. Who'd ever guess there's gold inside these yarn balls."

Em smiled. "Just look at that pile." The balls were stacked in a huge reed basket. They reached halfway up the wall, with the strawberry pink teetering on top.

"Onion rust, beet purple, elderberry blue, laurel tan, and lichen green. Oh, the wonder of it all, Betts."



"The weight of it all, Em."

"The gifts of nature, Betts."

"Along with my working legs, Em."

"If you ever have a need, Betts, I can knit hundreds of sweaters to sell."

"If you ever have a need, Em, I'll buy them from you with all that gold."

687

Their laughter rang down the mountainside.

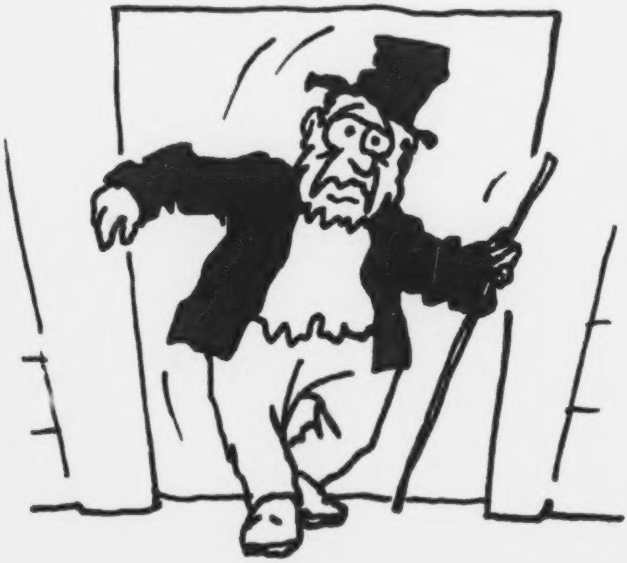
Outside Gabrielle pawed the ground nervously. Then the sisters heard. Twigs snapping. Stones tumbling. Cursing. Grunting. Wheezing.

"Now, who...?" Betts asked as the cabin door swung open.

The man stumbled inside. "Your dear Cousin Jake is who." The smell of his sweat filled the room.

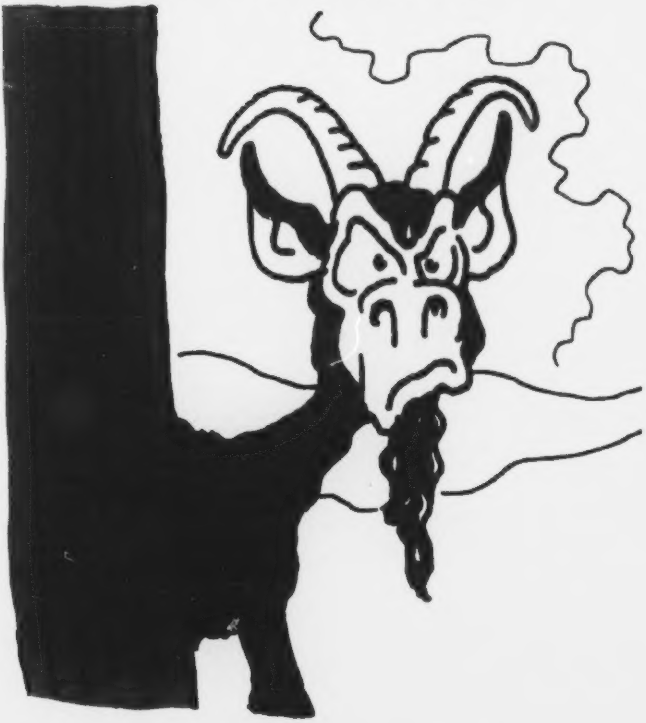
"Cousin Jake?" questioned Betts.

"Well...are you Hiram's boy?" Em asked.



"Yup, that's me. Old Hiram's boy."

Em looked surprised and said, "You seem tired. Would you like a cup of goat's milk?"



"No, I don't like goat anything." Gabrielle snorted from the doorway. "You got water?"

"There's a spring out back. Help yourself," said Em.

As he left the cabin Betts whispered, "Cousin Jake? More likely Cousin Fake And who's Hiram?"

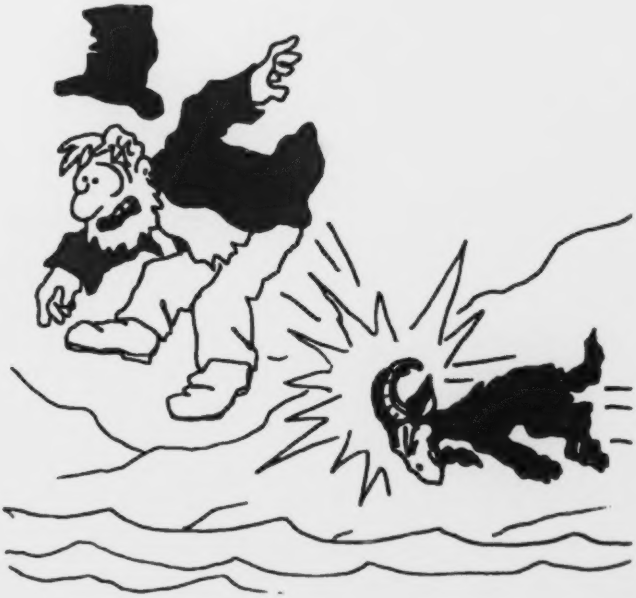
Em smiled. "Beats me. Never heard of him."

"He's a varmint," said Betts. "I ought to take that strawberry pink ball and pound his head."

Em shook her finger. "He's got to go. But it wouldn't be fit to harm a lazy hulk like him. We have to gentle him away."

"I'll think of something," Betts said.

At the spring Jake kneeled down and cupped his hands. Gabrielle, who followed, eyed the monstrous rear end in front of her. She lowered her head and, with a rush, butted Jake flat into the water. He stumbled to his feet and kicked at her, but the nimble goat trotted out of the way.



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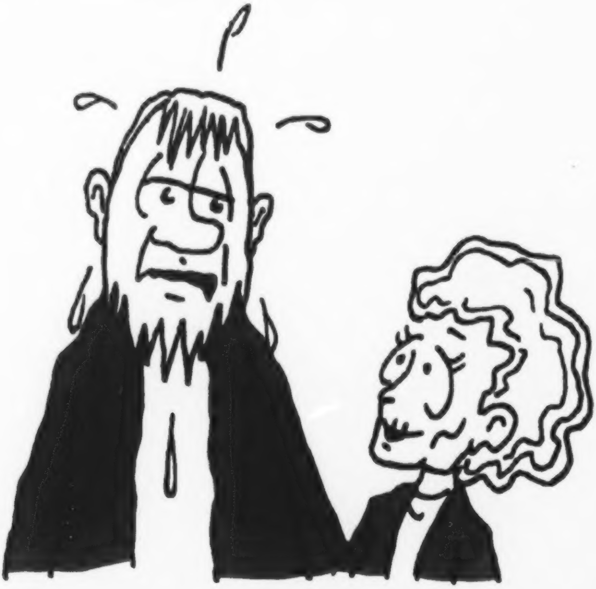
Dripping wet, Jake sloshed back to the cabin, grumbling to himself.



"Some mean goat you got here! Ought to get rid of it."

Betts choked back her laughter. "Gabrielle is family to us. She gives us milk and keeps us company."

"You got me now. And besides, I aim to protect you."

"From what?"

"Well, little cousins, you know someone's bound to think you got gold here."

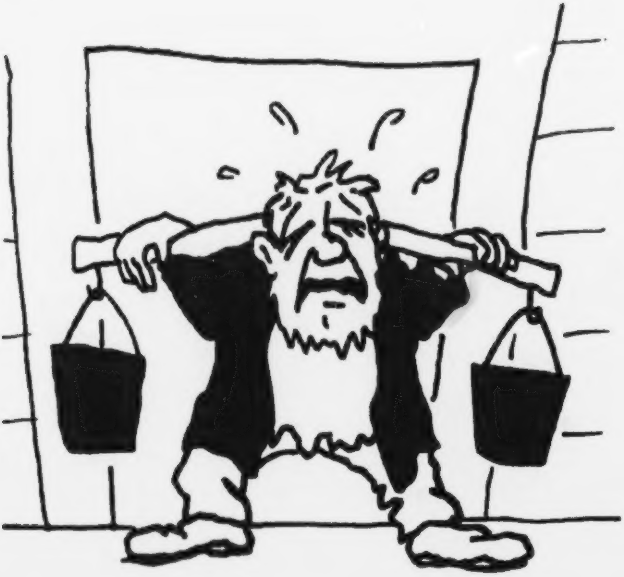
"Where?"

"You must have a basement or some hiding place." His eyes searched the cabin.

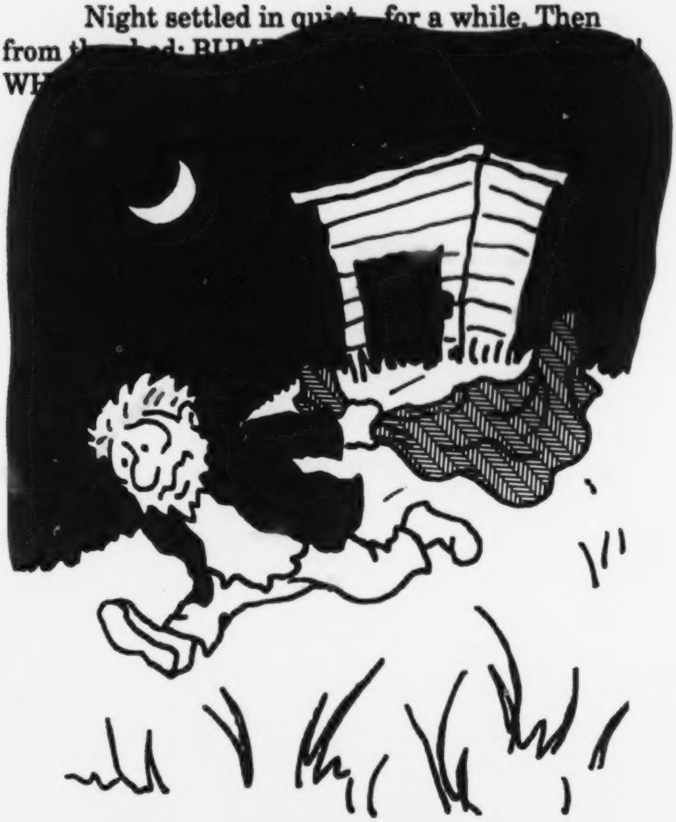
"We've no such thing," Em said. "But it's getting dark now. You better fetch a bucket of water and have a bowl of potato soup. There's cheese and berries, too."

Jake lugged in the water puffing and coughing.

"Here's a blanket," Betts said. "When you're through eating, you can make yourself cozy in the shed with Gabrielle." Jake looked fearful. Gabrielle snorted.



Night settled in quiet—for a while. Then from the shed: BLUM
WH



Watching from their little window, the sisters saw Jake come flying out, trailing his blanket. He ran and slumped to the ground under the pines where he slept until the next afternoon. When he awoke, he came stumbling into the cabin, puffing and coughing, carrying a bucket of water.

"Here's some water," he said to Em. "But don't ask for more. Too heavy."

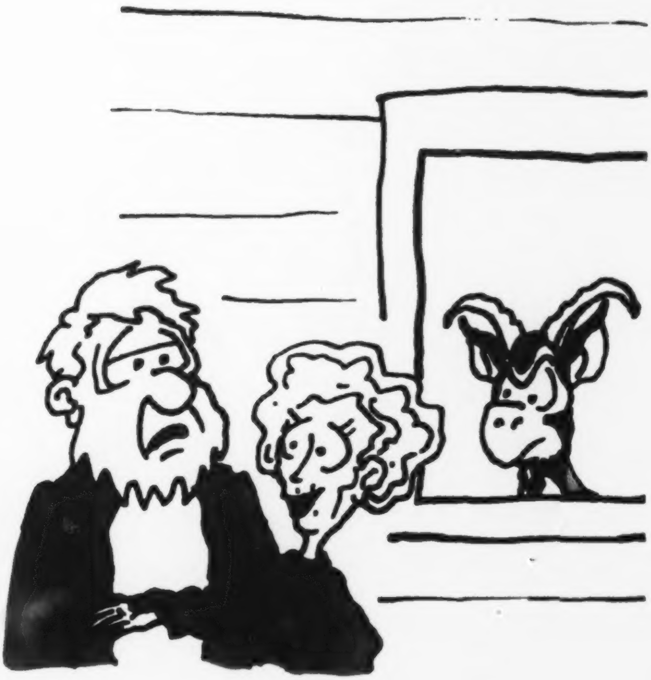
"Well, thank you, Cousin. Will you milk Gabrielle?"

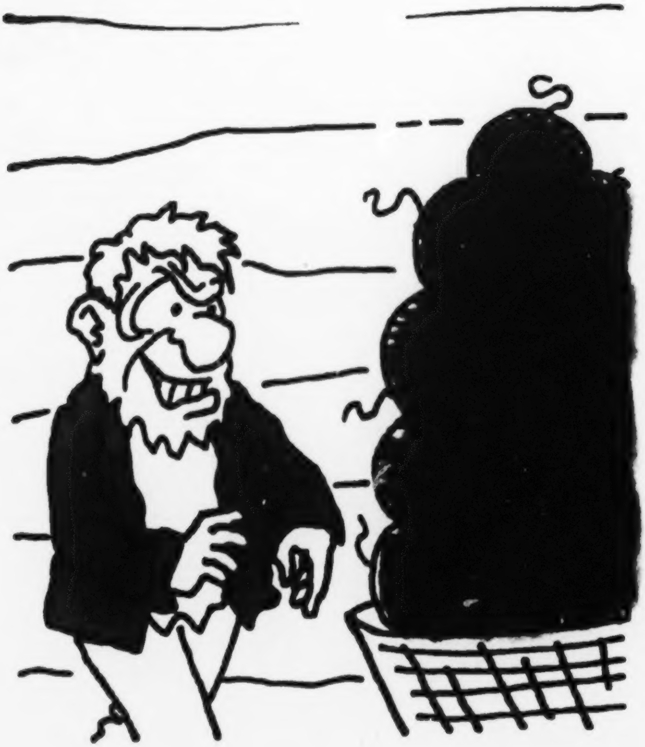
"That goat? Never!"

"How about digging up potatoes?"

"Ground's too hard. Where's Cousin Betts?"

"She went down the mountain real early. Thought a hard-working man like you might need meat."





"What's she using for money? Gold?"

Em laughed. "Gold? How silly! She trades balls of my colored yarn."

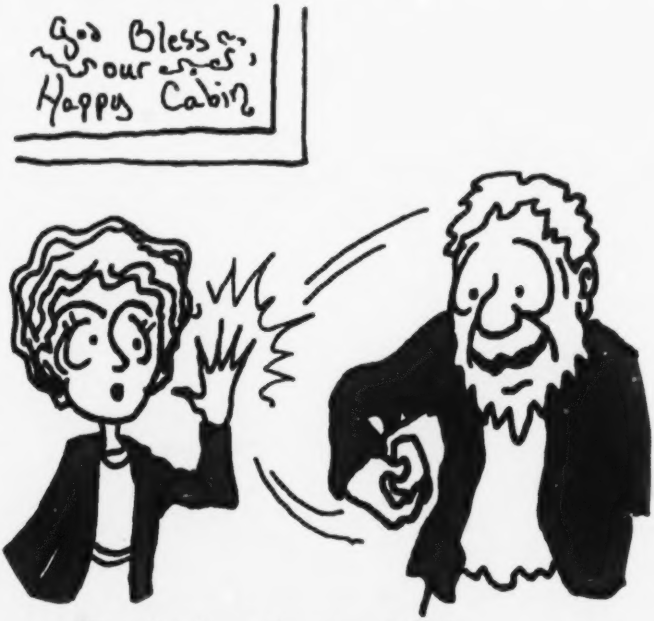
"Yah, I see that pile," Jake said, walking toward the yarn.

"Don't touch," Em ordered. "Yarn ain't worth much with dirty hand smears on it."

Jake backed away and sat down just as Betts burst into the room.

"You're right, Cousin Jake. Look here now." She held out a tiny lump of gold. "It was all I could get without tools."

Jake seized the nugget. His eyes flashed. "Where'd you find it?"



"Far, far down the mountain."

"Can you find the place again?" Jake asked.

"I marked the trail with knots of strawberry pink yarn tied to bushes and trees. I'm going back tomorrow. But, Em, since I got us no meat, we'll climb up a ways and fetch some berries."

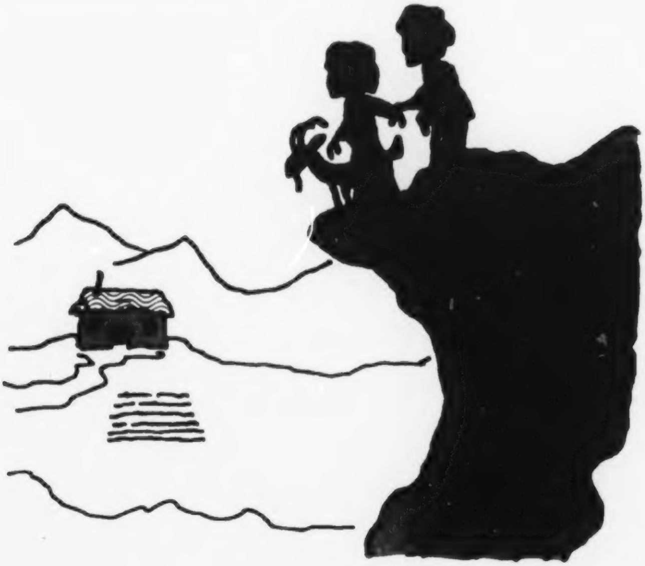
Em hesitated. Betts put an arm about her waist. "I'll help you up the rough places. Come, Gabrielle. Cousin Jake?"

"Nope, I need rest."

Gabrielle snorted, and the three started up a path in back of the cabin. Em hobbled along painfully. "Betts, you out of your mind?"

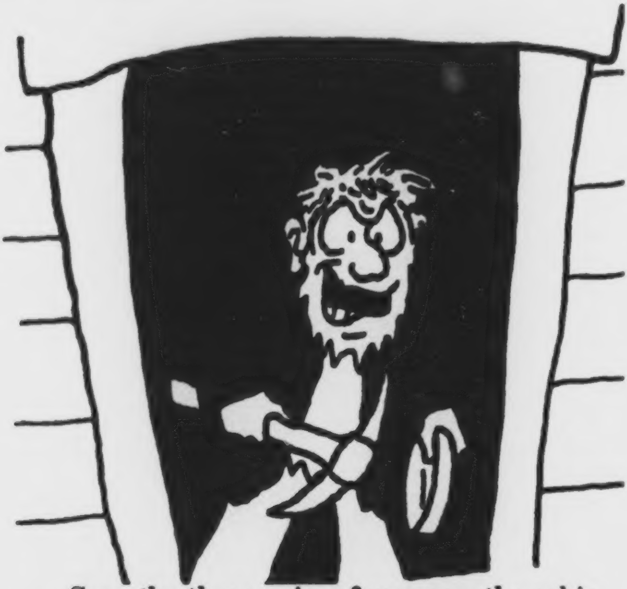
"We'll see. Come on, Em. It's just a little way to Lookout Rock. We can watch the cabin without being seen."

They were there shortly. Betts helped Em up. Gabrielle followed. They crouched down and peeked over the edge. All was quiet below.



"He's taking his rest," Em said.

Betts shook her head. "His greed will give him strength. You watch."



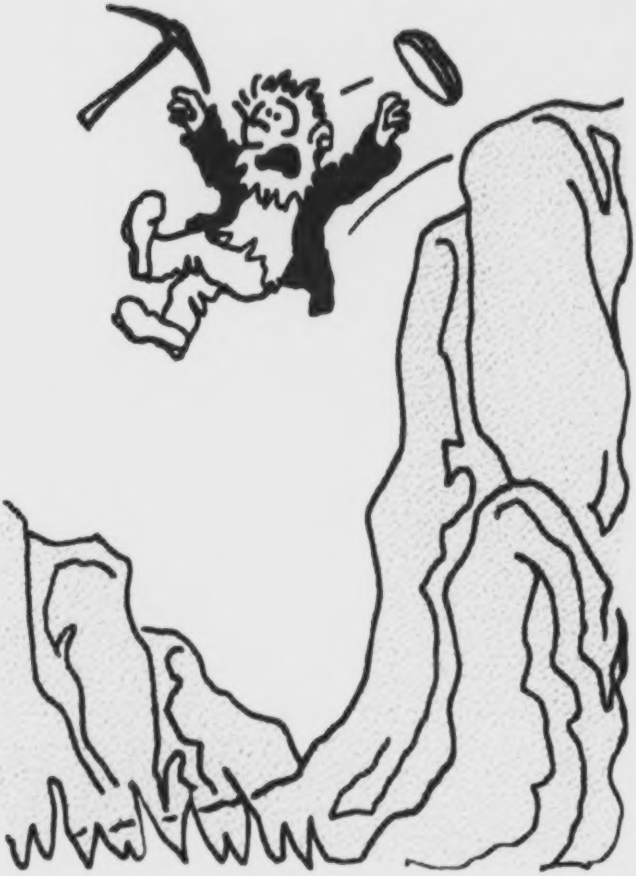
Soon the three pairs of eyes saw the cabin door open. Out came Cousin Jake carrying a pick and a gold pan. He looked about cautiously and then started at a half run. He snatched the first yarn tie off the pine branch and started down the trail.

"See, he's taking my markers, making sure I won't follow," Betts said.

"But he's taking your tools, too!"

"The pan has holes, and the pick handle's split. I hid my good ones away."

"You think he'll come back?"



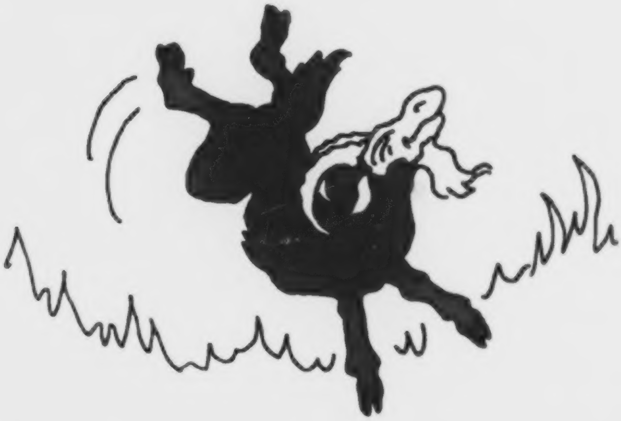
"Never. He'll be too worn out falling down cliffs, fighting river rapids, snaking his way through the canyon where I pitched the last of the yarn. Besides, he's destroying the trail."

"What a shame!" Em exclaimed.

"Shame? Em, I gentled him away like you said and even gave him a wee gold nugget."

"But we didn't kiss dear Cousin Jake goodbye. That's the shame."

Gabrielle nuzzled them both and leaped high into the air.



Things to Do after Reading the Story

Have you ever discovered a treasure? Did you keep it a secret, or did you share it with a friend? Write a story about a secret treasure you would like to find. Draw pictures for your story.

WE HOPE YOU HAVE HAD FUN WITH THESE STORIES

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten. ($1.75)

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities. ($1.75)

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening, ($1.75)

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents to help them encourage their children to read. Offers several practical activities for parents. ($1.75)

Creating Readers and Writers, by Susan Mandel Glazer. Suggests that parents: (1) encourage the use of language; (2) build positive attitudes toward reading, writing, and speaking; and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups. ($1.75)

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve adolescents' needs, and presents future needs that reading can fulfill. ($1.75)

Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties. ($1.75)

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Parents as Partners in Reading

Patricia A. Edwards' *Parents as Partners in Reading* program consists of a training manual and a set of three videotapes entitled, "The Importance of Reading," "Preparing for Reading," and "Reading Strategies." The program adopts a holistic or "ecological" perspective by emphasizing family/school/community interaction in promoting children's literacy. In contrast to the directive approach of traditional reading instruction manuals, *Parents as Partners in Reading* stresses modeling by parents as the key to giving children a healthy love of reading.

The author describes the program as "a practical guide for training parents how to read books to their preschool children and how to connect with the school's reading curriculum in grades K-3." It can be used as an effective model by Head Start or Chapter 1 directors and teachers, preschool and elementary school teachers (K-3), bilingual educators, adult education teachers, community and parent groups, or anyone involved in family literacy.

Because *Parents as Partners in Reading* targets the whole family, teachers can use the program to recruit participants by stressing its value in improving both parents' and children's literacy. And the program's nontraditional approach to communicating with parents makes it ideal for working with culturally or educationally diverse populations. For instance, the author suggests that community leaders or other parents tell minority parents or those who wish to improve their literacy skills about the program, so as to remain sensitive to their special needs.

As Patricia Edwards states, *Parents as Partners in Reading* is "research-based, community-based, and school-based, [and] is dedicated to reaching more parents, opening lines of communication among the home, school and community, and creating a stable parent group that can be sustained in a structured program over a long period of time." It is also a well-designed, clearly written, and creative program that merits the attention of any professional interested in new directions in literacy training.

Available from Children's Press, 5440 North Cumberland Avenue, Chicago, IL 60656, (800) 621-1115.

Submissions Policy for Stories and Articles for Parents and Children Together

Stories for Children and Parents:

1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story of interest to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words. Use "plain" English, when you can—words that have English roots rather than French or Latin ones.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but they must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.

Articles for Parents:

1. Articles should contain practical information and helpful strategies. Anecdotes and other experiences modeling useful learning methods are particularly desirable.
2. Your article should be no longer than four double-spaced pages with one-inch margins.

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June 1991

Parents and Children Together

Parents as Models

Read-along Stories:

The City Mouse and the Country Mouse

The Baker and the Beggar

The Night Something Happened

BEST COPY AVAILABLE

This booklet has a companion audio tape on "Parents as Models." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.

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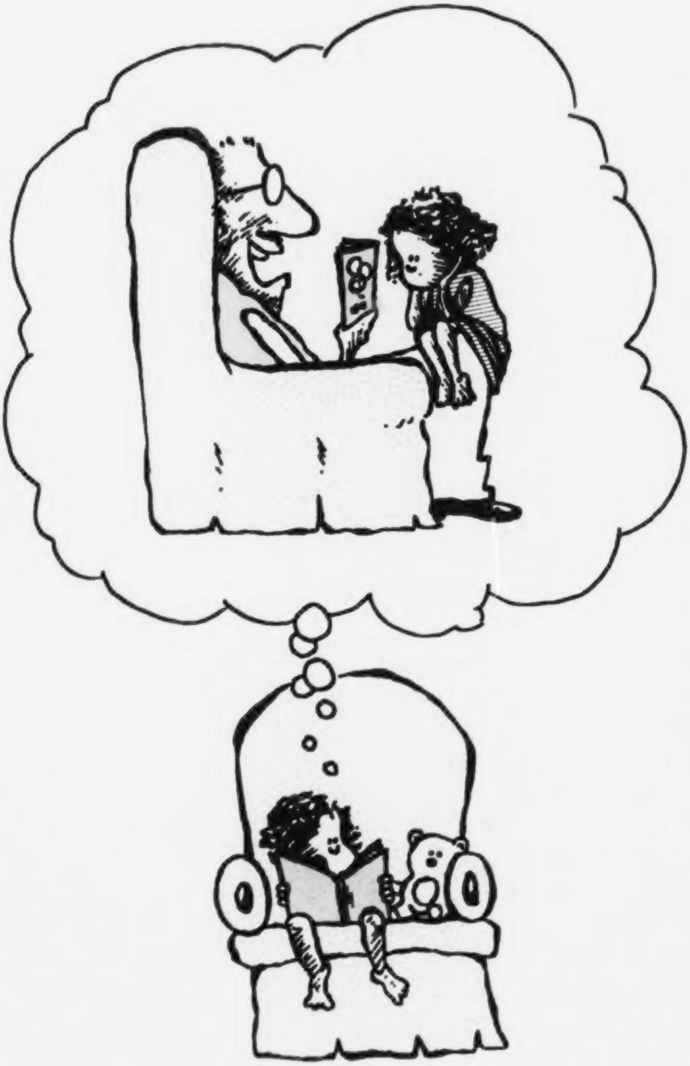


Getting Started

Welcome to this issue of *Parents and Children Together.* In this issue we focus on "Parents as Models" and how parents can act as models for their children.

On side B of the tape (and in the second half of the booklet) we have three read-along stories. We encourage you to listen to these stories and to read them with your children so that they can participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.

Parents As Models

Not too long ago, I asked a group of parents at a PTA meeting to describe a good parent. Their answers pointed out some of the ways that parents do make a difference. None of the answers involved providing material things. All of them grew out of caring for children and spending time with them. Here's a partial list.

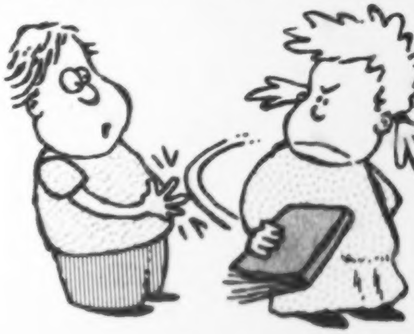
Good parents:

- can smile after only a few hours' sleep.
- put love notes in lunch boxes.

- are there when needed, out of the way when not—and are able to recognize the difference.
- laugh at knock-knock jokes. (Even the zillionth time).

- soften discipline with kindness.
- accept that a child may not turn out exactly as they please.
- know that children can't be perfect.
- celebrate special moments, no matter how small.
- tell their kids they love them. A lot!

From the very beginning of their lives, children imitate others. They imitate much of what they see and hear. Most parents are unaware of their role as prime models. But when parents "show" how much they love and care for their children, children can only benefit in positive ways because they will imitate that love and care.

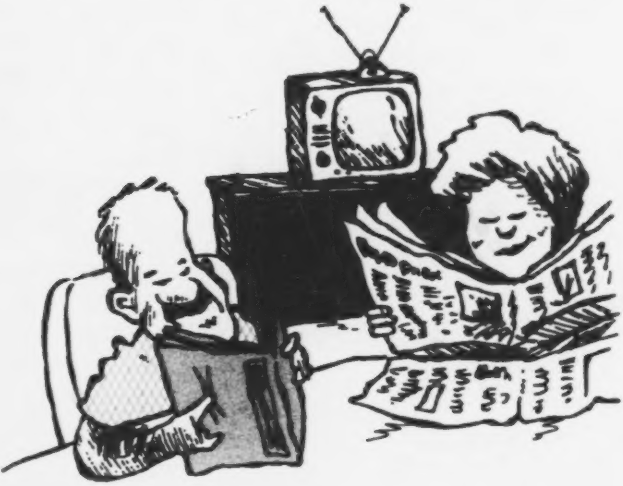


We are also models for our children when we face problems. Consider the following situation: A mother finds her preschool daughter angrily taking a book from another child and then sees her slap the other child's arm. The mother furiously jerks her daughter by the arm and starts shaking her, yelling, "I'll teach you to play rough!" This mother is unknowingly modeling the very behavior that she wants to discourage in her daughter.

How could the mother have handled this situation differently? She could have stepped in and said, "I know you want her book, honey, but you must not hurt your friend. Give the book back to her and tell her you are sorry for hurting her. Ask her if you can borrow it after she has finished with it. Then I'll help you find something to do while you're waiting for your turn." This approach makes it clear that hurtful behavior is not allowed, and it also gives the child a positive way to deal with her need. Most importantly, it shows the child that she can rely on her mother for advice when she needs it. Our children need to know that they can trust us for help, for care, and for love. Remember, to be a model means to create an image of behavior in the minds of our children.

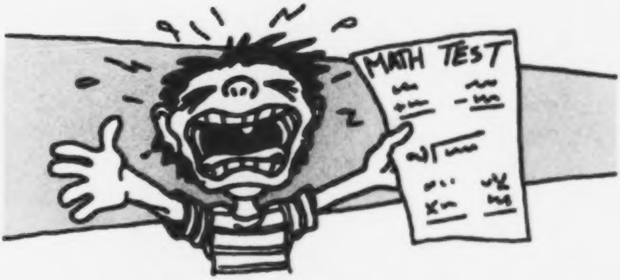
Even though we may not be teachers, we parents can do a lot to help our children succeed in school. Here are some ways that you can create images in your child's mind that will help with school:

1. **READ**. Take time to read. When you read books, magazines, and newspapers, you show your child that reading is valuable. Important adults like Mom and Dad do it all the time.



2. **WRITE**. Write notes to your child. Have your child help write grocery lists. Let your child see you write a letter to a friend or to your parents. Then ask your child to enclose a note of her own.
3. **SHOW INTEREST**. When you show interest in your children's school work, they sense that you care and that you want them to do well. It only takes a minute at a meal to ask what interesting or important things happened today in school, and then a few minutes to listen to the answers.
4. **SHOW CURIOSITY**. Show your curiosity by asking your child to teach you something she learned that day. Also, develop an interest in learning something new yourself. Everyone is a learner—that's the image you want to leave with your child.

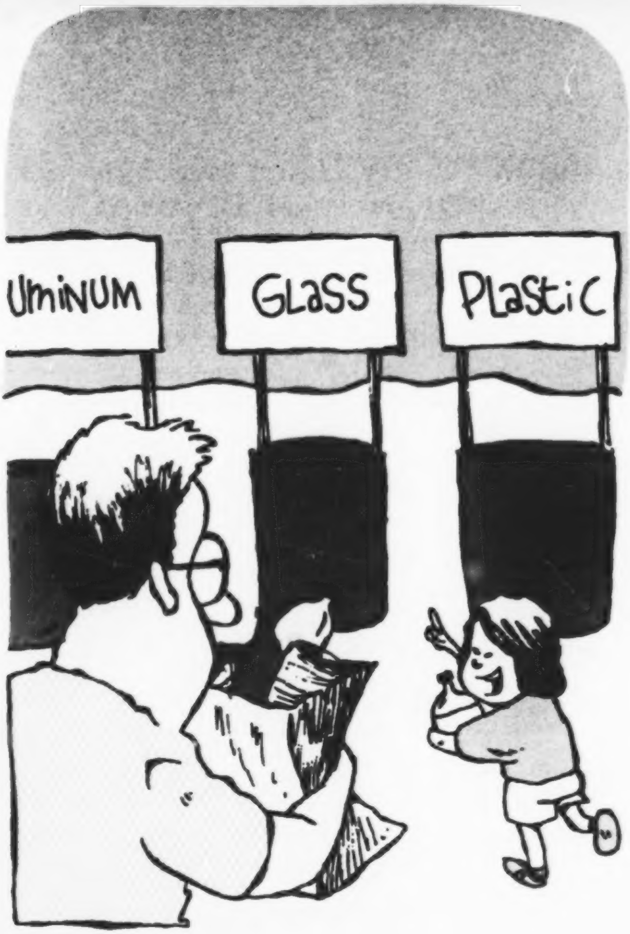
5. **SHOW PATIENCE.** Keep calm and be helpful when things don't go well, for example, when your son doesn't think he will be able to get his report done on time or screams, "I hate math!" when he can't figure out a problem. Sit down with him and say calmly: "Let's go through this thing step by step. Maybe we'll be able to work it out."



The point of these examples is to remind you of the many opportunities you have to act as a model for learning and literacy. These small actions on your part make it more likely that your children will do well in school.

As we become more aware of how we influence our children, we can examine ways of changing our own behavior so that it is more in line with the beliefs and values that we want to pass on to our children.

Of course, no one can be a perfect model all the time, and often we act in ways that we would rather not have our children imitate. The way we choose to respond to our own imperfections, however, provides an example for our children. It's worth admitting to our children the mistakes we make.



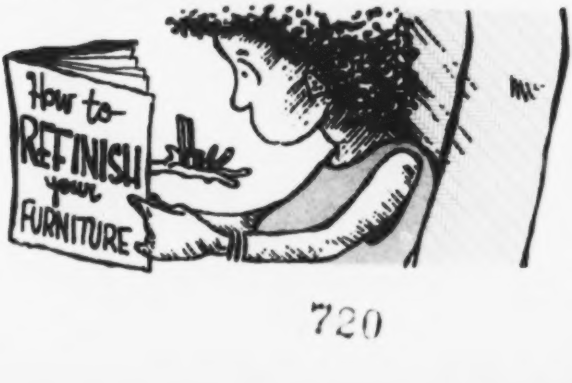
There certainly are no surefire answers that will produce predictable results when it comes to raising children. As parents we make decisions each day based on specific situations, on what we already know about our children, and on what we desire our relationships with them to be like. By realizing that we are models for our children, we can adopt a more deliberate attitude in shaping what our children learn.

Questions about Parenting

Most parents have questions concerning their children's behavior. We would like to answer a few questions and offer some suggestions to help you be a good model for your children.

I realize now as a young, single parent that school and learning are much more important than I realized when I was growing up. I want my children to get a good education. How can I help my children value school and learning?

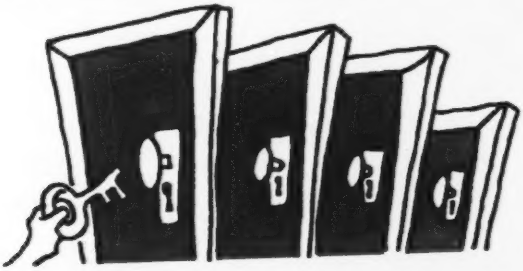
The high dropout rate is proof that many kids do not see the value of school. Most children are not likely to fall for the old line, "Well, I want you to do better than I did." You want the best for your children, of course. Probably the best thing you can do is to get involved in learning yourself. That's your best strategy for convincing your children to keep learning.



Actions really do speak louder than words. Why not make this the year you go back to school or take a short course on a hobby that interests you? Many school districts or community colleges offer a wide variety of courses. Perhaps you can learn a new skill, a new language, or become certified or licensed in a new area. Check your local library. It may offer opportunities for adults to become members of reading clubs that meet regularly to discuss books. You may prefer to organize your own adult reading group. Seek out friends and neighbors who would be interested in meeting on a regular basis to exchange and discuss books.

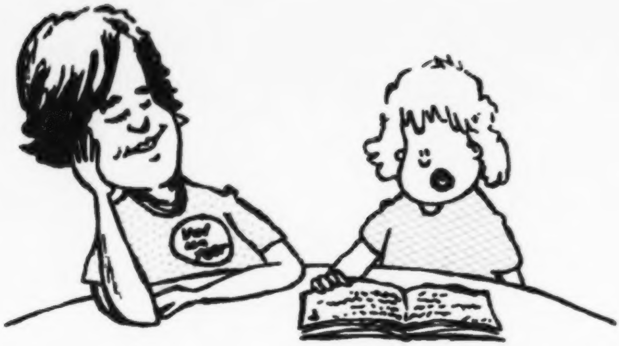
You can show your interest in learning by studying with your children. Pick something appealing and become an expert on the topic. Read books, magazines, or watch TV shows about the topic. Listen to audio programs and attend demonstrations on your topic. Then share the information and learn from one another.

Talk about educational goals with your children. Not only are you showing your children that you enjoy reading and learning new things, but you benefit when you identify the goals you are trying to achieve. You will show your children that "education is like a golden key that will unlock so many more doors to our future."



My daughter's teacher has asked for parent volunteers. I don't know if this is something I want to do, but I would do it if it would help my child. What are the benefits of parents volunteering in the classroom?

Parent volunteers listen to students read. They give make-up spelling tests. They work with individuals while the teacher works with a group. School volunteers can offer the school a variety of skills and talents. I know of one parent who became a volunteer for the simple reason that she wanted to see her own child at work in school. The parent thought she would try it for a week or two. But after only one week, the parent saw the importance of what she was doing. Volunteers learn at least as much as they teach! This particular parent couldn't believe how many different ways the letter E could be printed, pencils could be held, or patience could be tried!



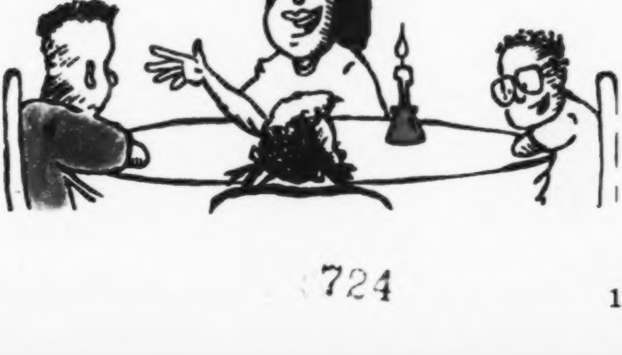
By volunteering, you show children that you value learning and are willing to help others learn. Besides that, volunteers can give each child some special attention. Students have more actual reading time and less time listening to others read. But most of all, this parent found that volunteering was fun. She was helping children learn. Each week she saw children improve, learn more, go farther, or take another step.

You don't need special skills to be a parent volunteer. All you need is time. Some parents feel they have to volunteer for a whole day or half a day, but teachers appreciate whatever time you have to offer. It is important that you and the teacher work out a convenient time for both of you. Once parents have signed up to volunteer, teachers count on them. Canceling out at the last minute may put the teacher in a bind. Being a responsible and considerate parent volunteer makes for good parent-teacher relations.

If you have some concerns about being a volunteer, share some of these concerns with your child's teacher or the school principal. Let the school know you are willing to try it on a temporary basis. Maybe you would feel more comfortable working in a classroom other than your child's. These things can be worked out with the school. It is important that you enjoy your time at school so you can share this valuable experience with your child.

Between work and school, it is difficult for our family to spend much time together. What can we do to emphasize the importance of family and spending quality time together?

It may be impossible to share every evening meal with the entire family present, but try setting one night aside when everyone sits down to the meal together. Your family can work their schedules around to make it a special event. Use this evening meal to share what is going on in your lives. Setting aside an evening to be together at the dinner table shows your children that making the extra effort to be together is worth it—that family is important.



You might make it an occasion to use the good dishes or special placemats, or have flowers or candles on the table. Block out the evening so no one feels rushed. Everyone can pitch in and help so this special event does not become one more chore for mom. Remember, the food does not have to be fancy; it is the company that counts.

Maybe your family can benefit from other activities to improve interaction. Set up a family savings account. Everyone can save for a special project or trip that the entire family can enjoy. An event you work hard to take part in usually means more. Build something, like a tree house, a doghouse, or a birdhouse. We all enjoy making something ourselves, and it is extra special when it involves team work. Or take on a family service project. Children need role models for learning the importance of doing things for others. Choose an organization—a nursing home, church, hospital, or school—and donate your time together. Plant a

garden or turn yard work into something the whole family does together. It is an ongoing project that shows children about responsibility. Something as simple as taking walks can be done together as a family. It costs nothing, and it is great exercise for the entire family.

Being a family is something we must work at in order to preserve it. You and your family can learn together that life has many things to offer and sharing them as a family can be beneficial to all members—both adults and children.

If you have questions you want answered about Parents as *Models*, please write to us and we will try to answer them for you. You may find your question in another issue of *Parents and Children Together*.

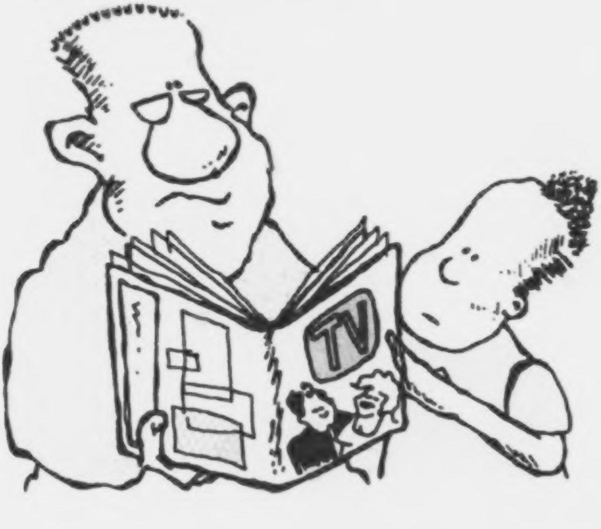
Write to:
Editor, Parents and Children Together
Indiana University
2805 E. 10th Street, Suite 150
Bloomington, IN 47408-2698

* * *

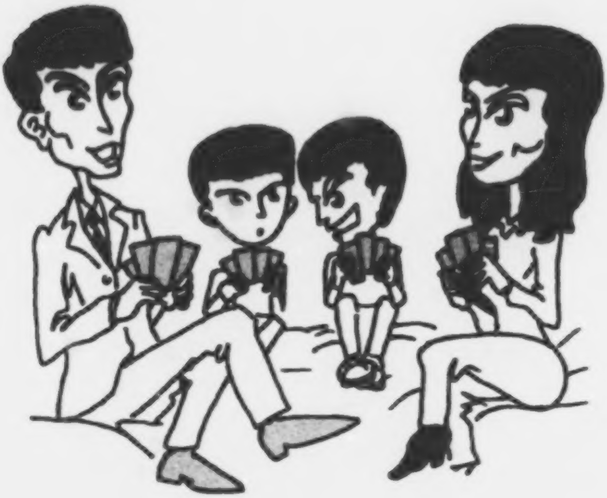
Be a Model in Practical Ways

Here are some practical ways that you can be a daily model for your children. Read through the ones listed below and select a couple that would be best to try with your family.

- Be selective in your television viewing. Decide what you would like to watch instead of spending the evening staring at the screen, watching whatever happens to be on that night. Your children will learn that there are choices in television viewing, and one choice is to turn it off and do something else.



- Take your children to the library and help them select their books, but also make a point to choose something for yourself to read. Let your children see that reading is important to you and enjoyable.



- Play cards or board games with your children for family fun. You can be a model of good sportsmanship and show them how to play for the fun of it without having to always win.
- Before buying a car or other expensive household items, include your children in researching the product and finding the best price. They will learn how to be wise buyers from watching and helping you with your purchase.

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Books for Parents and Children

On pages 20–28, we have put together lists of books for parents and children. Several of the books show the relationship between an adult and a child. We encourage you to take the time to read a few of these books with your child, and talk about some of the characters in the stories.

At the beginning of this issue, we mentioned that Side B of the audio tape contains three stories that are designed to be read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about the story ahead of time.

Before reading the story, talk about the title or things that might happen in the story. Then—after the story is finished—talk about it again. By the way, if in the middle of the story something funny or interesting happens, it's O.K. for you to stop the tape and discuss the event, or for you to ask your child questions such as "Have you ever heard of a fat beggar?" or "Do you think the moon could really fall into the sea?" and then follow it up with a why or why not. These questions make your conversation about the story more natural and more valuable.

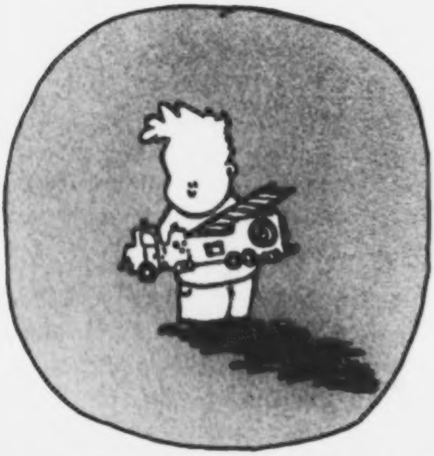
When you and your child are ready, press fast forward. Then turn the tape to Side B and listen to the stories as you read along together, or you may read the stories aloud while your child reads along in the booklet.

* * *

Books for Parents

Parents, Please Don't Sit on Your Kids: A Parent's Guide to Nonpunitive Discipline, by Clare Cherry. It is easy to convey the wrong message to our children without meaning to. The author discusses how parents tell little white lies to their children, such as "I don't want to talk to her. Tell her I'm taking a bath," or "Don't tell Daddy we were in this store. I don't want him to know what I bought." These statements show children that it is okay to lie. We can hardly fault them later on when they lie to us, if we have been giving them this message all along. The way we conduct ourselves in ordinary everyday situations conveys our values to our children much more clearly than lengthy explanations. There is truth in the old saying, "Actions speak louder than words."

How to Generate Values in Young Children, by Sue Spayth Riley. A father promises his son, Randy that he could spend his first allowance as he wished. Randy enjoys the powerful feeling of authority as he looks around the toy store, but his father becomes impatient and suggests several toys to him, hoping to hurry him up. Randy finally decides on some bubble gum, and his father immediately lectures him about how candy is bad for the teeth. Randy then chooses a water pistol, and his father points out how it is cheap and won't last an hour. "Why don't you save your money till next week, and then you'll have more to spend?" says the father. "But Daddy, I want to spend my allowance now, and I really do want the bubble gum. And besides, you said I could decide..." And so runs the dialogue between Randy and his father until finally Randy decides on the fire engine that he didn't want very much, and his father is relieved that the ordeal is over.



Randy was being cheated of a very valuable learning experience. Naturally, Randy's father was right about bubble gum being bad for the teeth and cheap toys breaking easily. He probably was concerned about conveying to his son the value of being responsible. But this is something that Randy needs to learn from his own experiences, not only from his father. Instead of showing Randy that he respects his right to choose, his father is modeling for him an authoritarian style of parenting.

Randy is not learning to be responsible, but to blindly submit to a higher authority. Rather than learning to trust himself and to feel confident, he is learning that he is not capable of making important decisions. How would Randy benefit if his father would provide him with lots of opportunities to make choices? As Riley points out, practice in the process of choosing helps to develop decision-making ability, insight, flexibility, and the imagination to cope with the loftier choices that come later in life.

Playing Smart: A Parent's Guide to Enriching, Offbeat Learning Activities for Ages 4 to 14, by Susan K. Perry (Free Spirit Publishing). Hundreds of things for parents and children to do together-from photography to cooking. Shows how to find adventure in ordinary places close to home and how to turn spare time into quality time.

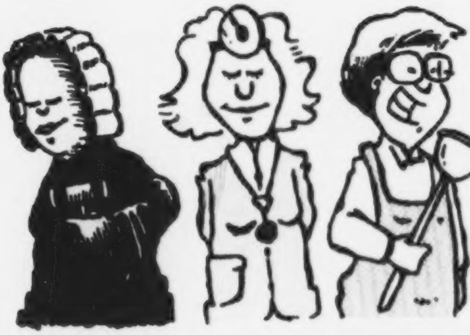
Your Child at Play, by Marilyn Segal and Don Adcock. Presents ways to support children in their physical, intellectual, and social development through play activities. Special sections focus on conversational play, discovery play, creative play, and playing with friends.

Books to Read Together

Ages 4-6

Parents, by Carme Sole Vendrell and J.M. Parramon (Childrens Press Choice). Shows the role of parents in raising and caring for their children. Contains a section with practical tips for parents.

A Family Story, by Nicki Weiss. Annie wants to grow up to be like her older sister, Rachel. Then Louise, Rachel's daughter, wants to grow up to be like Annie. Aunt Annie's daughter Jane wants to grow up to be like Louise, and the cycle continues through generations.



Mothers Can Do Anything, by Joe Lasker. Looks at several possible occupations which can be held by a mother. Suggests many non-traditional jobs, such as judge, doctor, dentist, plummer, and chemist.

Ages 6-8

My Dad Takes Care of Me, by Patricia Quinlan. Luke feels strange because his dad is the one who takes care of him. He begins to realize how nice it is to have his dad at home and enjoys being cared for by his father.

The Not-So-Wicked Stepmother, by Lizi Boyd. Hessie does not want to stay with her daddy and his new wife for the summer. She thinks her stepmother will be mean and that she will have a horrible vacation. Hessie finds out stepmothers aren't always wicked, and they become friends.

Love You Forever, by Robert Munsch. Follows the growth of a son from birth to adulthood, and the aging of the mother. Presents the enduring nature of parents' love and the change in caregiving from the parent caring for the child, to the child caring for the aged adult.

Ages 8-10

Knots on a Counting Rope, by Bill Martin, Jr. and John Archambault. Even though Boy-Strength-of-Blue-Horses is blind, he "walks in beauty" and "his dreams are more beautiful than rainbows and sunsets." His grandfather gives him love and guidance, so that he will be strong enough to cross the dark mountains alone.

Ramona and Her Mother, by Beverly Cleary. Mrs. Quimby goes back to working full time and Ramona feels unloved and abandoned. Ramona wonders if anyone will ever pay attention to her again.

Ramona and Her Father, by Beverly Cleary. Mr. Quimby just lost his job, Beezus is grumpy, Mrs. Quimby is busy working, and even the family cat is grouchy. Ramona tries everything to cheer her family up and make life better for them.

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Books for Children to Read by Themselves

Ages 4-6

Family, by Helen Oxenbury. Looks at the various members of a family. Shows a picture of the person and gives the word that identifies their title in the family; for example, mom, dad, baby, sister.

Mama's Secret, by Maria Polushkin. Mama wants to secretly pick some blueberries to surprise the family. Amy, Baby, and Kitty follow her into the garden and help her gather the berries and then bake lots of treats for the family.

Grandma and Grandpa, by Helen Oxenbury. A little girl goes to visit her Grandparents each weekend. They sing, play dress-up, house, and hospital, until Grandma and Grandpa become so tired, they need a nap!

Ages 6-8

Jafta's Mother, by Hugh Lewin (Carolrhoda Books). Jafta is a little boy living in South Africa. He tells about his relationship with his mother, his love for her, and the day-to-day life in his village.

Jafta's Father, by Hugh Lewin (Carolrhoda Books). Jafta's father works in the city during the winter. Jafta remembers the fun they have shared in the past, and looks forward to his father's return to the village in the spring.

My Dad the Magnificent, by Kristy Parker. Buddy's friend, Alex likes to brag about his dad being a fireman. To impress Alex, Buddy makes up stories about his dad doing all kinds of magnificent things. Then he discovers the real reason his dad is magnificent, he spends time with Buddy.

Ages 8-10

The Mommy Exchange, by Amy Hest. Jason and Jessica decide to switch moms and homes for the weekend. After one night, they are ready to end their mommy exchange. They realize that their own moms and homes are best for them.

The Wooden Doll, by Susan Bonners (Lothrop). Grandpa's wooden doll holds a surprise and a treasure of memories. Not only does the doll become ten dolls, but it carries the story of Stephanie's name and her Grandpa's ancestry.

Uncle Willie and the Soup Kitchen, by DyAnne DiSalvo-Ryan (Morrow). A boy spends the day helping his Uncle Willie work in the soup kitchen. He learns he can make a difference in people's lives by helping to fix food for the hungry in his neighborhood.

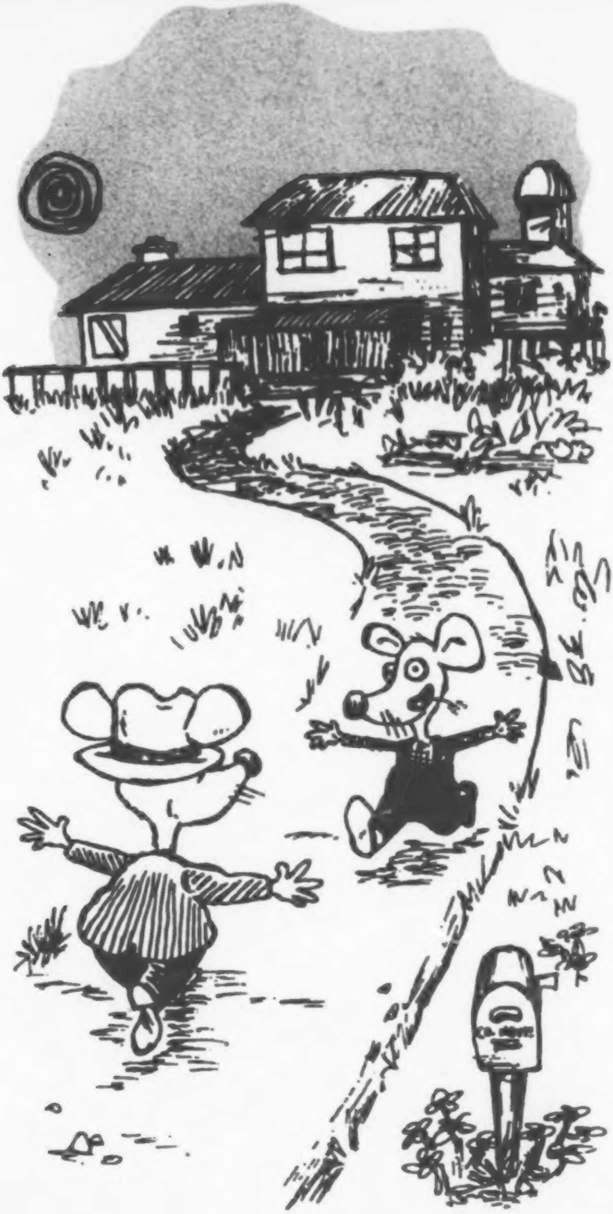
Magazines

Also ask the librarian for the following magazines for children:

Cricket
Highlights for Children
Humpty Dumpty
Jack and Jill
Ranger Rick
The Real Ghostbusters

Read-along Stories

740



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The City Mouse and the Country Mouse

Retold by Nathan Michaels

Things to do before reading the story

What do you know about mice? What do they eat? Where do they live? What do you think is the difference between a country mouse and a city mouse?

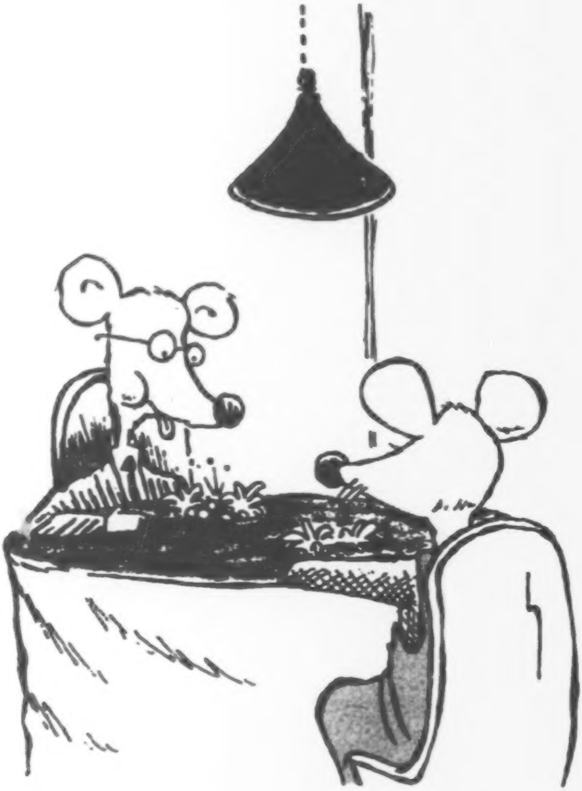
One warm summer afternoon, the country mouse invited his best friend, the city mouse, to enjoy a delicious home-cooked meal. The city mouse went to the country mouse's nice little home in a big country house. When the city mouse sat down for dinner, he was quite surprised to find that dinner was a casserole made with corn stalks, roots, potatoes, and wheat. He could tell that the country mouse had worked so hard to make this casserole just perfect for his best friend, but the thought of eating this dinner made his stomach turn.

The country mouse noticed that his friend's face looked a bit blue and asked him, "What is wrong, my dear friend?"

The city mouse slowly replied, "Oh, country mouse, I know that you have worked hard to make this a wonderful dinner, but . . . ."

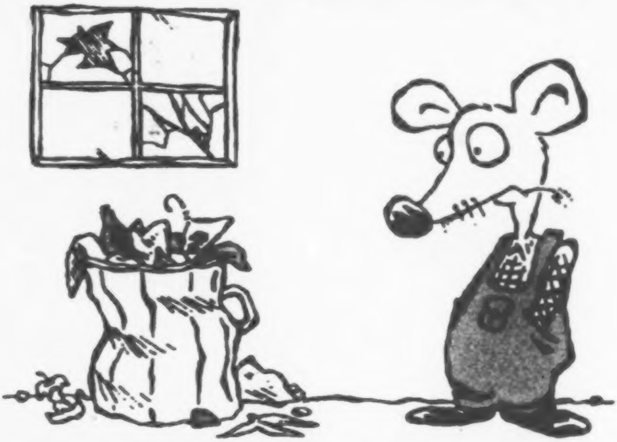
"But what, my good friend?" said the country mouse.

"Well, to tell you the truth, I enjoy eating sweets much more. Just think of chocolate, cookies, candy, and fudge."

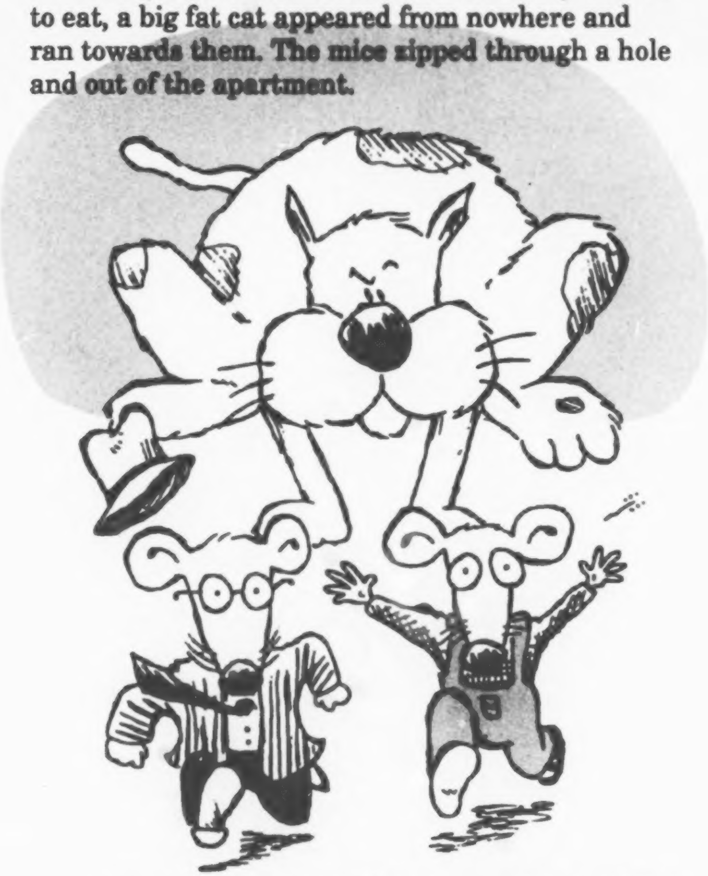


The country mouse, although disappointed that his friend didn't like his meal, said, "That sounds delicious. Take me to this sweet feast."

The two quickly went to the city. As they arrived in the city mouse's neighborhood, the country mouse noticed how dirty everything was. The trash cans in front of the building were overflowing, while the apartment itself had broken windows and dirty hallways. He didn't say anything, though, wanting to be polite. Once they arrived at the city mouse's apartment, the country mouse was shocked to see such a mess, but once again he said nothing. The city mouse then pointed out all of the candy and cookie crumbs on the floor and pieces of chocolate cake on the table. The city mouse quickly jumped up on the table and started gulping the cake down. Just as the country mouse joined him and began to take a bite, two people came through the door yelling and having a good time. The mice dashed under the couch.

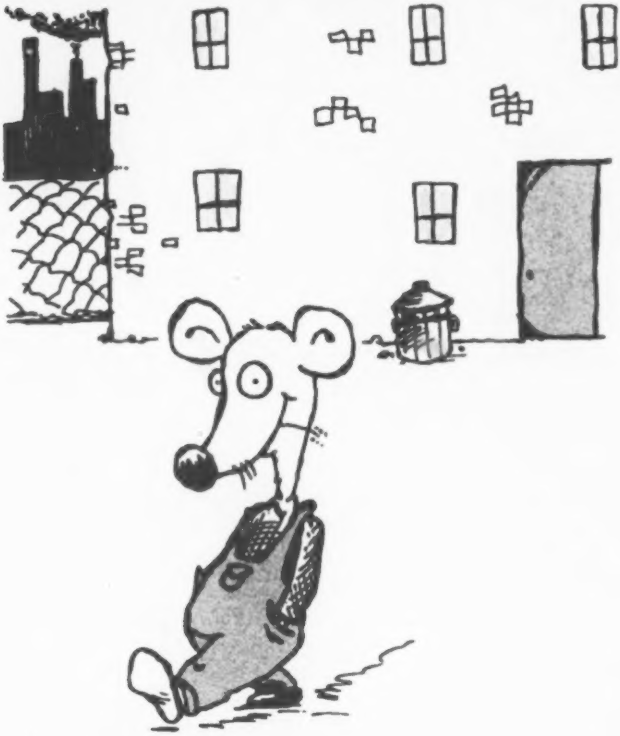


Soon the people left, so the mice carefully peeked out and couldn't resist the cookie crumbs and candy on the floor. But as soon as they started to eat, a big fat cat appeared from nowhere and ran towards them. The mice zipped through a hole and out of the apartment.



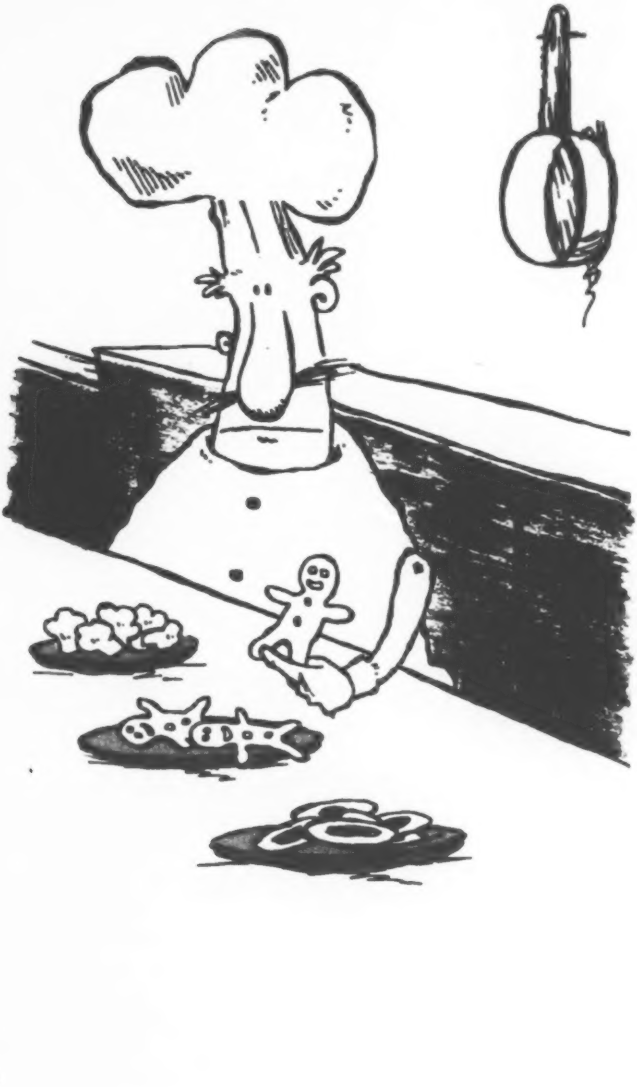
The country mouse then turned to his friend and sighed, "I am so sorry, my good friend, but I would rather sit down to a nice healthy meal in my clean home, than always to be chased around before I can even swallow a bite of your goodies."

As the country mouse turned and walked away, he thought how much nicer it is to live a simple life without being afraid.



Things to do after reading the story

Did your thoughts about the city mouse and country mouse change after reading the story? Are you more like the country mouse or the city mouse? Why?



The Baker and the Beggar

by James Rhodes

[redacted]

Once there was a baker who was the best cook in the kingdom where he lived. He could make cherry tarts that were light as a whisper. Or gingerbread men, or cream puffs, or anything else you care to mention.

But the baker was not happy.

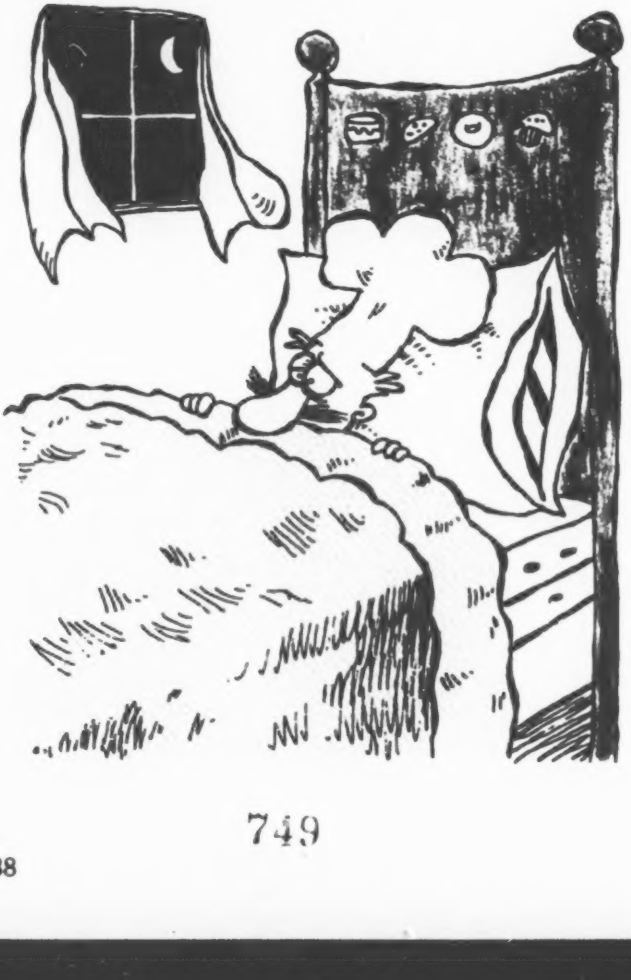
"My kitchen is too small," he said to his wife. "There are too many customers. I would like to have a quiet kitchen in a quiet place in the forest."

So he looked and he looked, and he finally found a nice quiet house with a big kitchen. And it was in the quietest place in the forest.

All the children cried when the baker left. "Who will make our cherry tarts? Nobody can cook like the baker."

The baker was sad, but he knew he had to have more room to work in.

After the baker and his wife moved into their new home, the baker went to bed. He was tired but he could not sleep.



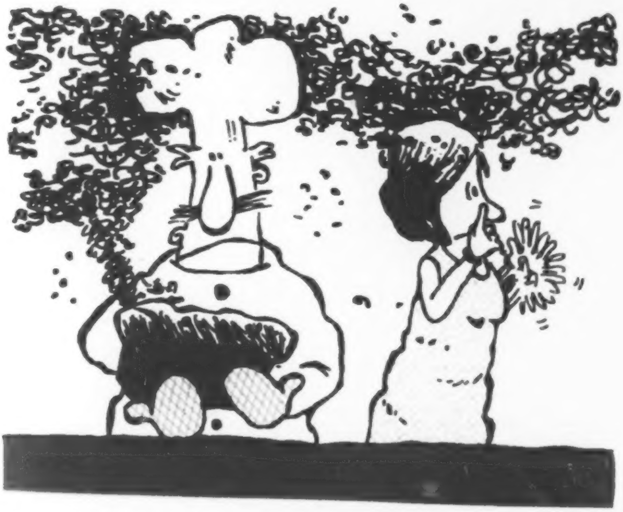
"What's that noise?" he asked his wife.

"Just a cricket, dear. Go to sleep," answered his wife.

Still the baker could not sleep. It was just too quiet.

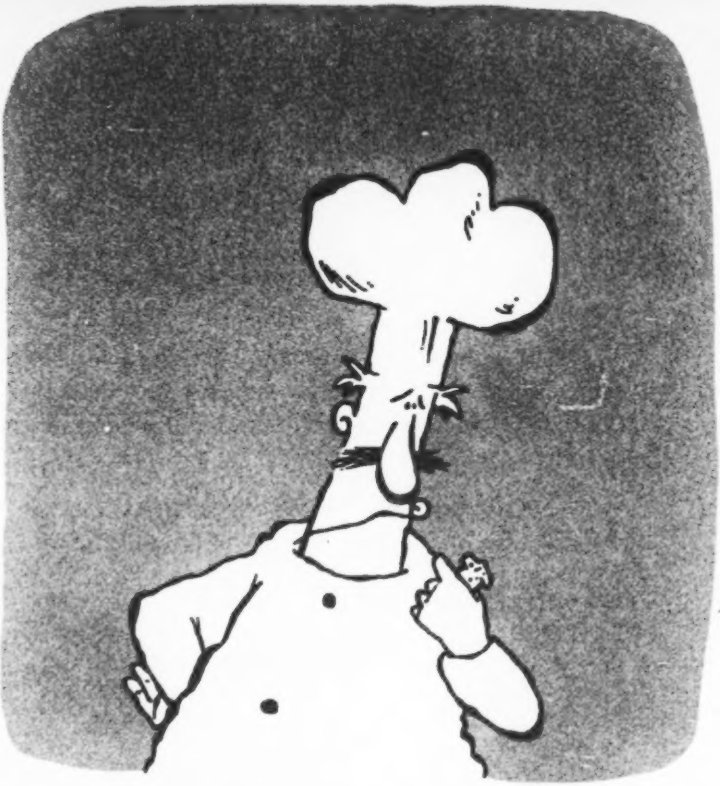
When morning came the baker had not slept a wink. He went to his big, roomy kitchen. But he was too tired to cook today. And he fell asleep on his chair.

The next day the baker began to bake some bread. But he burned every loaf he tried to bake.



"Mercy, what an odor!" said his wife, holding her nose. "Why don't you bake something else?"

"I'll try an upside-down cake," said the baker. But it came out a rightside-up cake.



Each day the baker tried and tried to bake. But each thing he baked was worse than the one before.

One morning he did not bake anything but one teeny, tiny muffin. He just didn't feel like baking anything anymore.

"Why aren't you baking?" asked his wife. "You have a big, fine kitchen. You live in the quietest place in the forest. You have everything you want. Why don't you bake?"

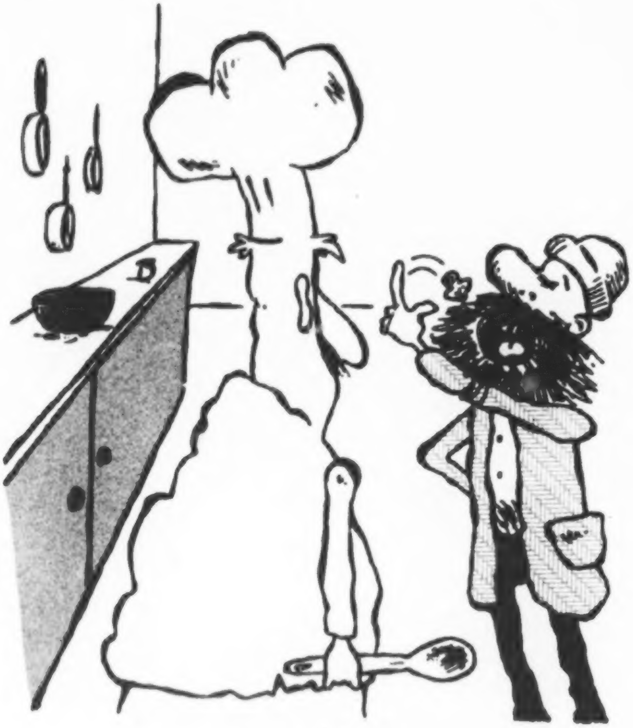
The baker just sighed. "I don't know. Something is missing."

As the baker sat in his kitchen, a beggar came by and looked in the window.

"Would you feed a poor, starving beggar, kind sir?" begged the beggar.

"I have nothing to give you but this teeny, tiny muffin," said the baker. And he gave it to the beggar.

The beggar ate the muffin and smacked his lips. "That was fine indeed. Do you have another?" And he did.

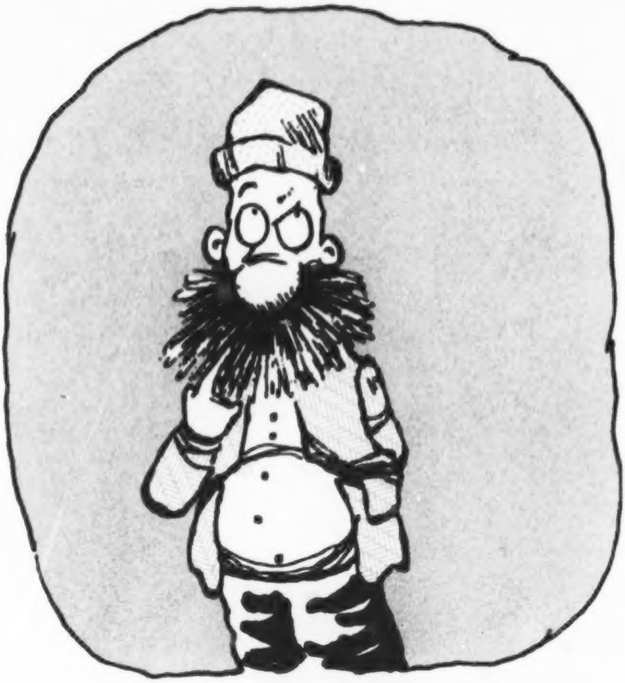


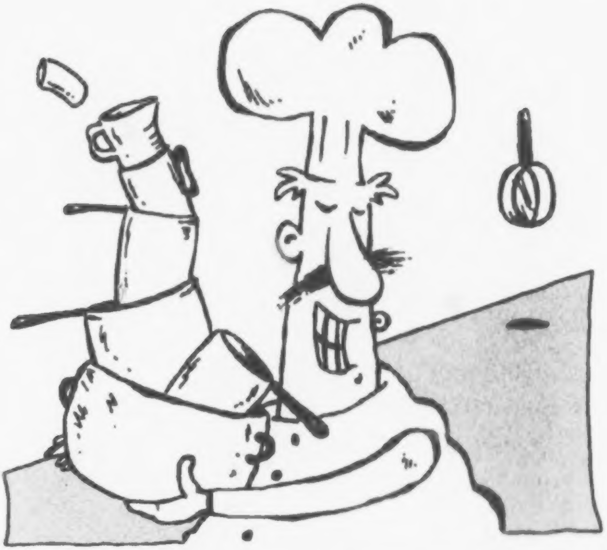
The beggar ate this muffin and said, "That was even finer than the first. Would you make another for a poor beggar, kind sir?"

The baker was happy. He began to hum a little tune and he baked a whole dozen muffins. And the beggar ate every last one of them. He thanked the baker and said, "I'll be on my way now."

"If you will promise to come back tomorrow, I will bake you something very special."

The beggar thought for a moment. "Well, I have an awful lot of begging to do. But I'll be back first thing in the morning."





That night the baker fell asleep right away. He dreamed about all kinds of wonderful things he would bake for the beggar. The baker was up even before the sun the next morning. He hurried to the kitchen and got out all his pots and pans. And he mixed this and that and a pinch of salt. Before long he had baked a fine chocolate cake.

Along came the beggar, just as he said he would. "Would you spare a crumb for a poor beggar, kind sir?" he begged.

"Indeed I will," said the baker as he put the chocolate cake in front of the beggar.

The beggar ate all the cake, even the crumbs. Then he sighed and said, "I have never eaten such a cake in my whole life. But now I must be on my way."

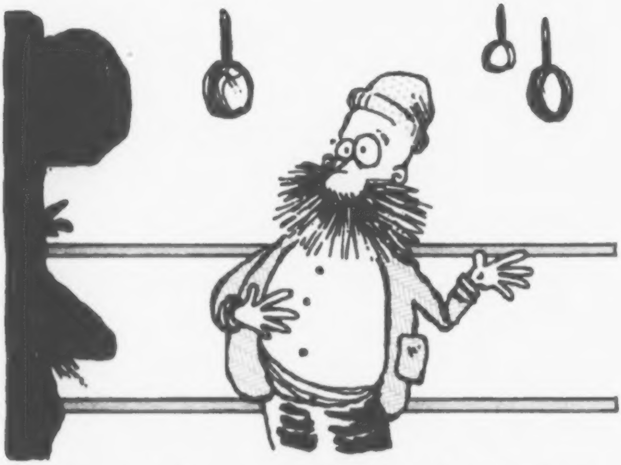
"If you promise to come back tomorrow," said the baker, "I will have another surprise for you."

The beggar promised.

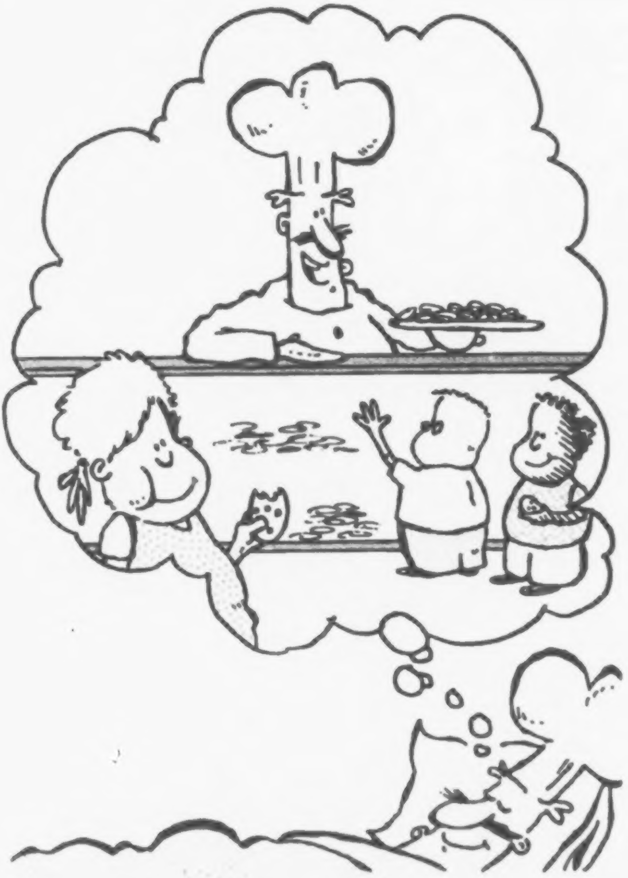
And the baker baked a strawberry long-cake because he knew the beggar was too hungry to eat just a short-cake.

Each day the baker baked something new. And each day the beggar ate every bite, down to the last crumb.

Then one day the beggar said, "I will not be back after today. I have grown too fat on your cooking. Nobody will feed a fat beggar." And he went away saying, "Maybe I'll be back when I'm thin again."

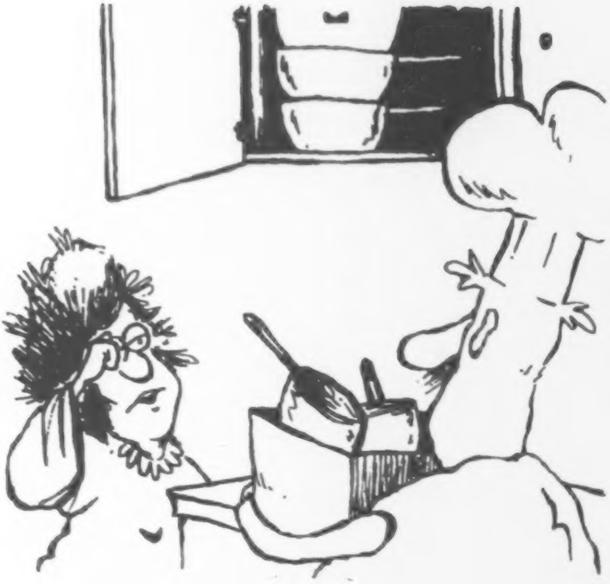


That night the baker went to bed feeling very sad. There was no reason to bake in the morning.



When the baker finally went to sleep, he had a dream. He dreamed that children came to his shop and that he baked all kinds of good things for them to eat. He baked and baked and baked. When the baker woke up, he was smiling.

Then he jumped out of bed.



"Are you going to the kitchen so early?" asked his sleepy wife.

"No. I am not going to bake today. Hurry along and get dressed. We have work to do."

"What kind of work?" asked his wife.

"We have to pack. We are moving."

"Moving!" his wife said. "But you wanted a quiet kitchen in a quiet part of the forest. Where are we going to move?"

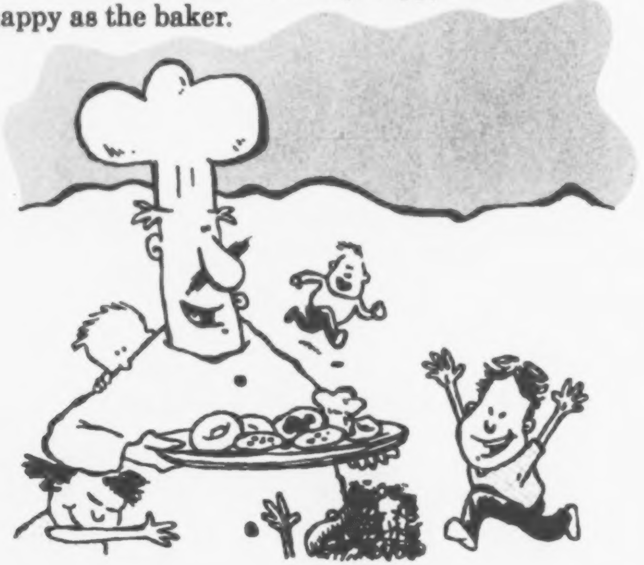
"My wife, when we moved I forgot one very important thing. A cobbler makes shoes for people who need shoes. A tailor makes clothes for people who need clothes. And a baker...What does he do?"

His wife understood. "A baker makes good things for people who need to eat."

"That's right," said the baker. "And who needs to eat more than anybody? Children!"

And so they moved out of the quiet kitchen in the quiet forest. Back to where the children were all waiting for the baker.

The children were very happy. Almost as happy as the baker.



Things to Do after Reading the Story

Draw a picture of the baker in his big kitchen in the forest, and one of the baker preparing goodies for the children in his first kitchen.

The Night Something Happened

by Margaret Fischer

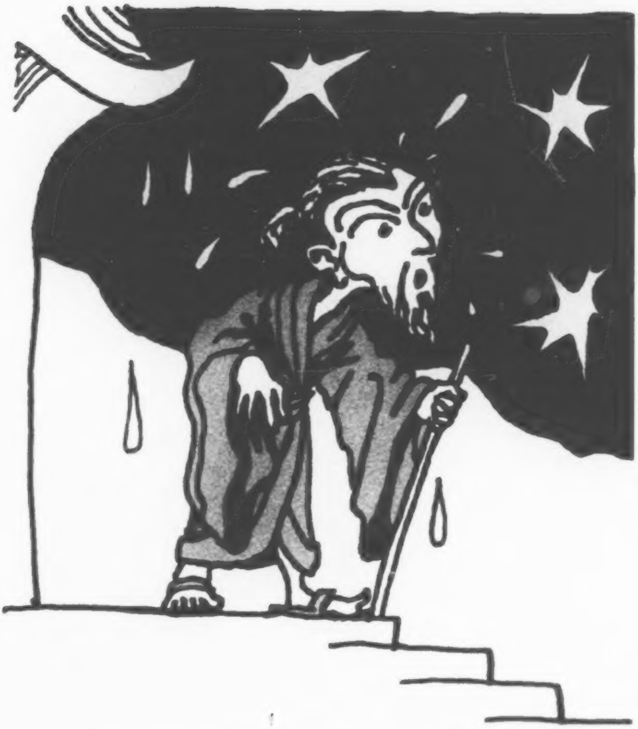
Things to do before reading the story

Sometimes the moon has a way of shining on the water at night. Describe an experience you have had with the moon, like when the moon was the brightest or the biggest you can remember.

In a little village by the seashore, everyone slept peacefully. The sound of the water ebbing and flowing on the sandy beach added to the richness of their slumber, a constant soft rhythm lulling them deeper and deeper into their dreams. The moon was big and full and bright, and no one's room was dark, because moonbeams crept in the windows and under the doors, very gently, very softly.

Then something happened.

One of the villagers stirred in his sleep. The gentle lullaby from the sea, the softly rocking waves, had stopped. It was very quiet. And the soft light in the room was gone. It was very dark.



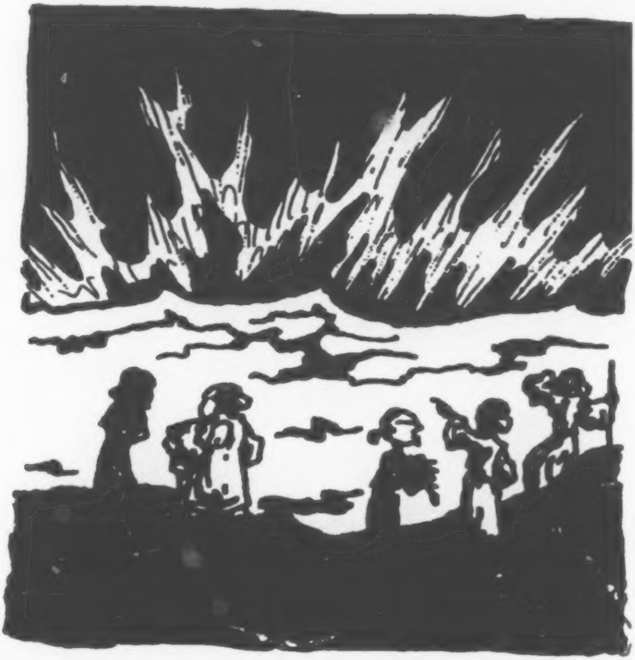
He went to the door to see what had happened. The dirt by the door was damp, and drops of water slid off the porch into his hair. He noticed that the sky was dark, very, very dark. There were thousands of stars, but no light came from the sky.

Somebody else standing in a darkened doorway whispered, "Look! The moon has fallen from the sky and into the sea."

Someone else added in a soft voice, "It must have made a big splash. Everything is wet."

Silently everyone gathered at the village dock. They looked out to sea and stared at the moonlight coming out of the water. They couldn't believe their eyes. Some of the people shook their heads in wonder. Some whispered to each other, asking how such a thing could have happened. And some simply stared at the sea.

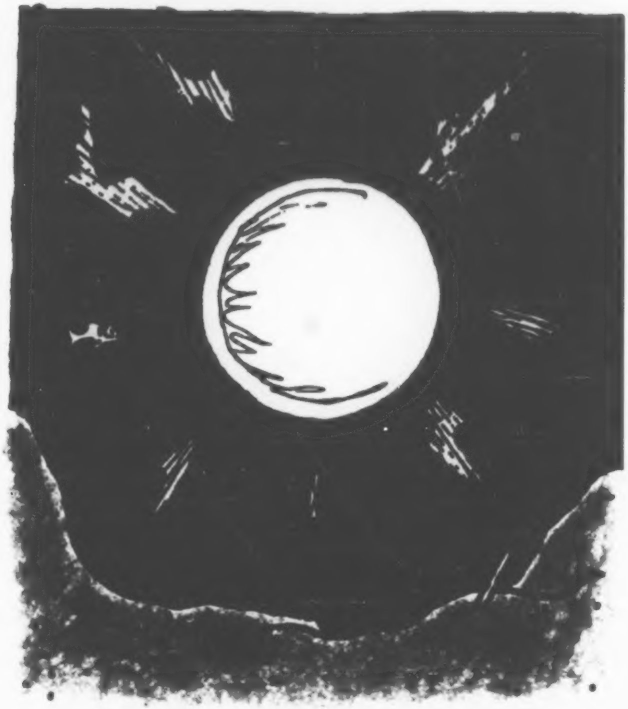
But they all knew that they had to put the moon back into the sky where it belonged. How else would the night animals see or the night birds find their way? How else would the tides keep moving the way they always had or the night-blooming flowers know when to bloom?



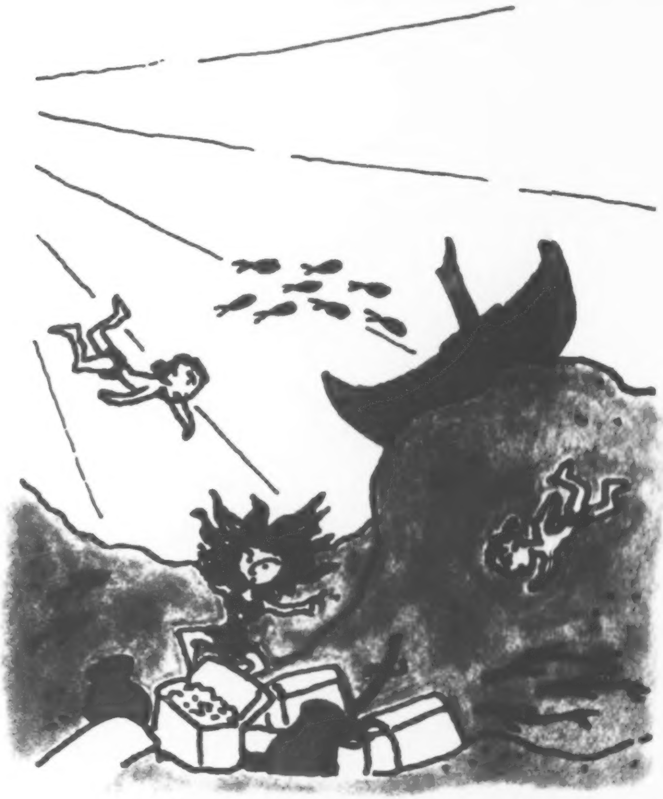
"What should we do?" someone whispered.

One villager suggested that he and the other divers go down into the water to take a look around.

And so the town's very best divers set out. They had seen many different and wondrous things in the sea, but what they saw this night was something they would never forget. Suspended in the water, between the ocean's surface and the sandy bottom of the sea, was the moon. It hung there like a huge, milky ball.



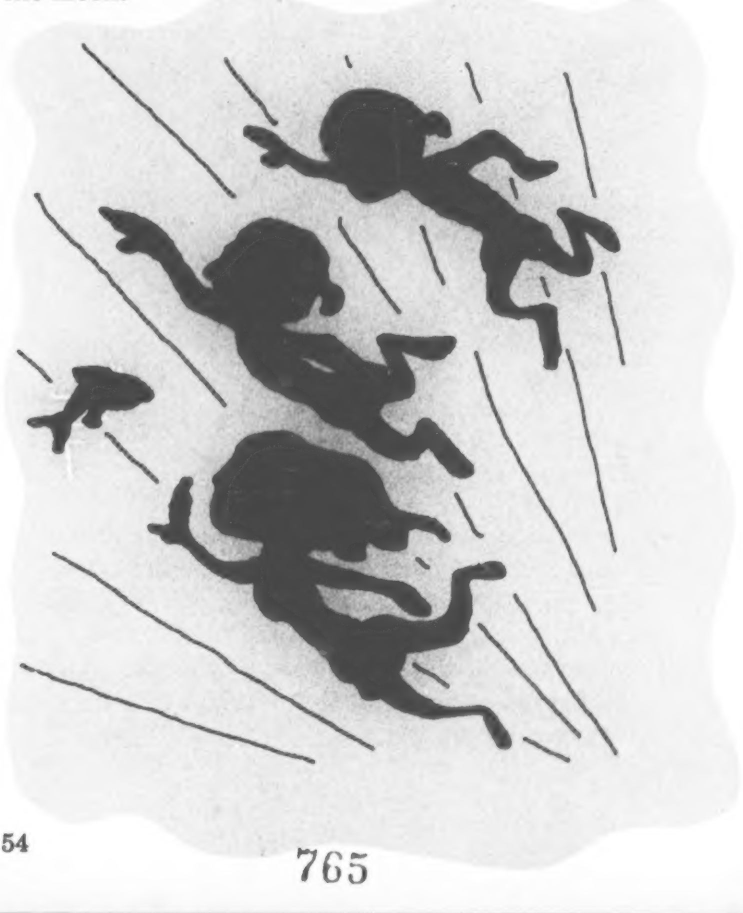
Fish from all over the ocean were gathering. Big ones and little ones basked in the moon's light.



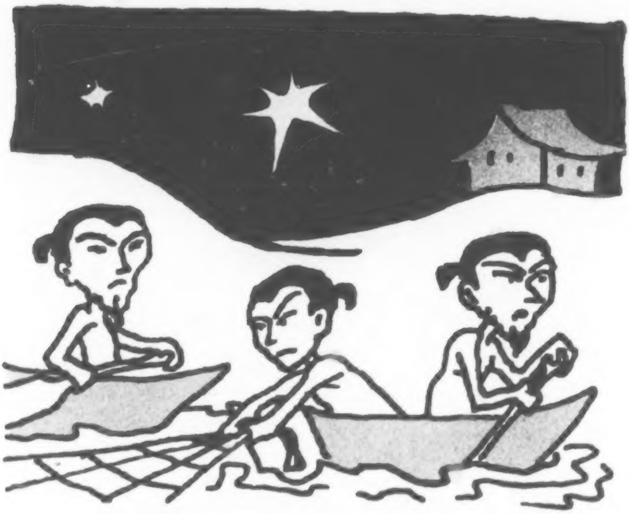
The divers saw treasures everywhere. Things that had been hidden from them before, when the sea was dark, now shone brightly in the moon's light. They were tempted to stop and explore the old ships they saw, long sunken on the bottom of the ocean, but that was not why they had dived down so deeply.

They tried to swim closer to the moon, but they could not reach it. The tide caused by the moon was pulling the water back and forth. Every time the divers swam closer, they were pushed back as the water flowed away from the moon. They finally realized they would never be able to reach the moon and they returned to the surface.

"The moon is lighting up the sea, and fish are gathering in its light. We saw everything one could see in the sea, but we could not get close to the moon."



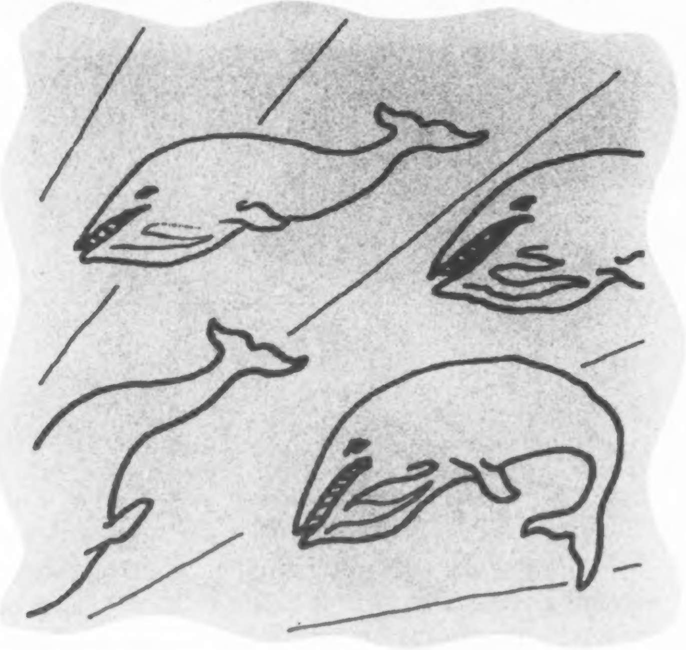
Someone suggested they make a net that could be stretched under the moon. "Maybe we can bounce the moon back to the sky." Everyone started collecting ropes and old nets. They worked quickly and silently. Soon they had created a huge net.



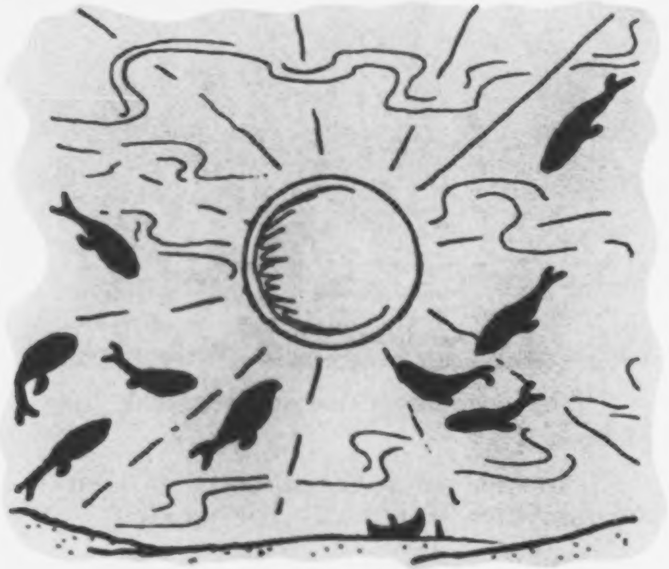
Half of the village's fishing boats swiftly skimmed across the surface of the ocean dragging the net behind them. Soon they passed over the moon. The divers took the loose edge of the net, carried it under the moon, and brought it up to the other boats waiting in a line closer to shore. When the net was in place, the boats moved away from each other, tightening the net under the moon. But soon they could move no farther. Divers came up to report breathlessly, "It will not work. The tide is holding the net away from the moon. We must try something else."

Everyone's spirits sank as the boats returned to shore.

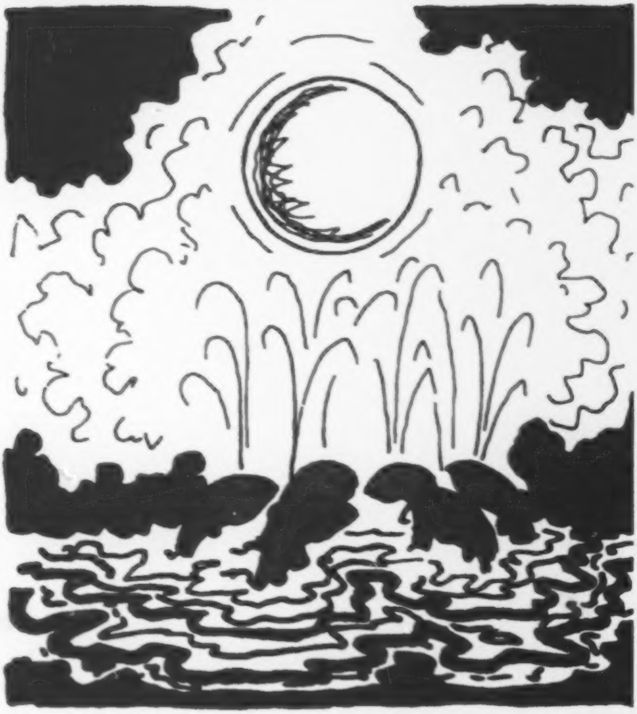
Suddenly someone cried. "Look! Whales!" The villagers all stood in wonder as they saw more whales than anyone had ever seen before. The whales were swimming toward the moon by the hundred, maybe more. The moon's light seemed to ride on their graceful movements as they swam up and down through the water. Everyone listened as the night air filled with the beautiful sound of the whales' songs. "We've come to the moon," the songs seemed to say. "We've come to help. We travel at night by the moon's light. We've come to help the moon."



The villagers pressed forward on the dock. Everyone wanted to see this wondrous sight. When it seemed as if the whole ocean were full of whales, they all dove to the bottom of the sea. The songs became softer and softer. The villagers could see that the whales were crowding together, forming a circle beneath the moon, nudging closer and closer to each other. No one spoke on the dock. No songs came from the whales. Everyone waited and watched.



Then, as if on signal, each whale began to blow, and the individual sprays became one. A deafening blast of water pushed upward toward the moon as the whales blew as hard as they could. The villagers held their breath as they watched the awesome spray hit the moon.



The moon moved toward the surface, then fell back.

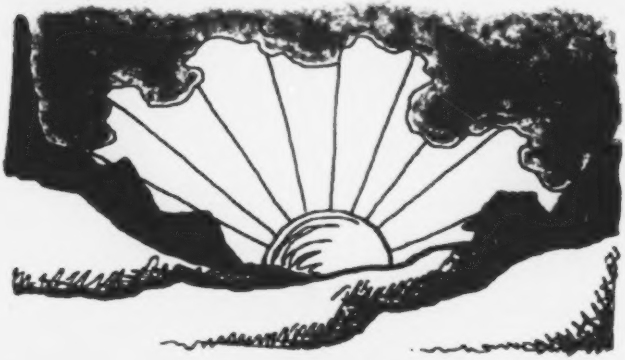
It moved toward the surface again, then burst out of the sea atop the mighty spray.

The whales blew again and again and again, pushing the moon higher and higher. Finally it was high enough.

The mighty spray of water fell back to earth, drenching everyone on the dock, but the villagers did not mind. They cheered and danced and hugged each other.

"We must thank the whales," someone said. "Yes, we must," another shouted. The villagers started a song of thanks. And before long they heard a sweet sound from the sea as the whales joined in. The song continued for a long time as the whales swam away.

The villagers ended their song just as the sun started embroidering the sky with the dawn's colors. Bands of pink and coral appeared on the horizon as everyone watched, grateful that the moon was back in the sky again and that the sun was coming up as usual.



Things to do after reading the story

How would you have saved the moon? Would you have stopped to view the hidden treasures or continued to try to save the moon like the divers did? Why? Draw a picture of the whales blowing and blowing to blow the moon back into the sky.

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten. ($1.75)

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities. ($1.75)

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1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story of interest to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words. Use "plain" English, when you can—words that have English roots rather than French or Latin ones.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but they must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.

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